



Texas Higher Education
COORDINATING BOARD

New Board Member
Orientation Notebook

January 2022



New Board Member Orientation Session

January 13, 2022

8:30 AM – 10:30 AM

- I. Welcome and Introductions – Chair Fred Farias
- II. Board Member Job Description and Board Policies & Procedures – Chair Fred Farias
- III. Overview of Board Standing Committees – Vice Chair Donna Williams
 - A. Agency Operations Committee (AOC)
 - B. Committee on Academic and Workforce and Success (CAWS)
 - C. Committee on Innovation, Data, and Educational Analytics (IDEA)
- IV. Commissioner's Priorities – Commissioner Keller
- V. Agency Overview
 - A. Commissioner's Office
 - 1. General Counsel's Office – Nichole Bunker-Henderson
 - 2. Internal Audit and Compliance Monitoring – Mark Poehl
 - a. Results of most recent audit
 - B. Deputy Commissioner and Chief of Staff Office – Rey Rodriguez
 - 1. Deputy Chief of Staff
 - 2. External Relations
 - 3. Financial Services
 - a. Agency Budget
 - 4. Human Resources
 - 5. Information Solutions and Services
 - 6. Policy
 - 7. Strategic Finance Policy
 - C. Academic Affairs and Workforce Education– Ray Martinez
 - 1. Academic and Heath Affairs
 - 2. College Readiness and Success
 - 3. Digital Learning
 - 4. Workforce Education
 - D. Data Analytics and Innovation – Lori Fey
 - 1. Innovation and Policy Development
 - 2. Project Management and Improvement Office
 - 3. Strategic Planning
 - 4. Funding
 - E. Texas Higher Education Foundation/Strategic Partnerships – Melissa Henderson
- VI. Selected Statutory Authority, Rules, Regulations, and Laws – Nichole Bunker-Henderson
- VII. Texas Ethics and Open Government – Nichole Bunker-Henderson
- VIII. 60x30TX Higher Education Plan – Melissa Henderson

Texas Higher Education Coordinating Board Quarterly Board and Committee Meeting Dates

Board Committee Meetings

Board committees generally meet on the fourth Wednesday of every January, April, July, and October.

January 26, 2022

April 27, 2022

July 27, 2022

October 26, 2022

Board committee meetings generally begin at the following times:

09:00 AM - Committee on Innovation, Data, and Educational Analytics (IDEA)

10:00 AM – Committee on Academic and Workforce Success (CAWS)

12:00 PM – Agency Operations Committee

Board Meetings

The Board generally holds its regular quarterly meetings beginning at 09:00 AM on the fourth Thursday of every January, April, July, and October.

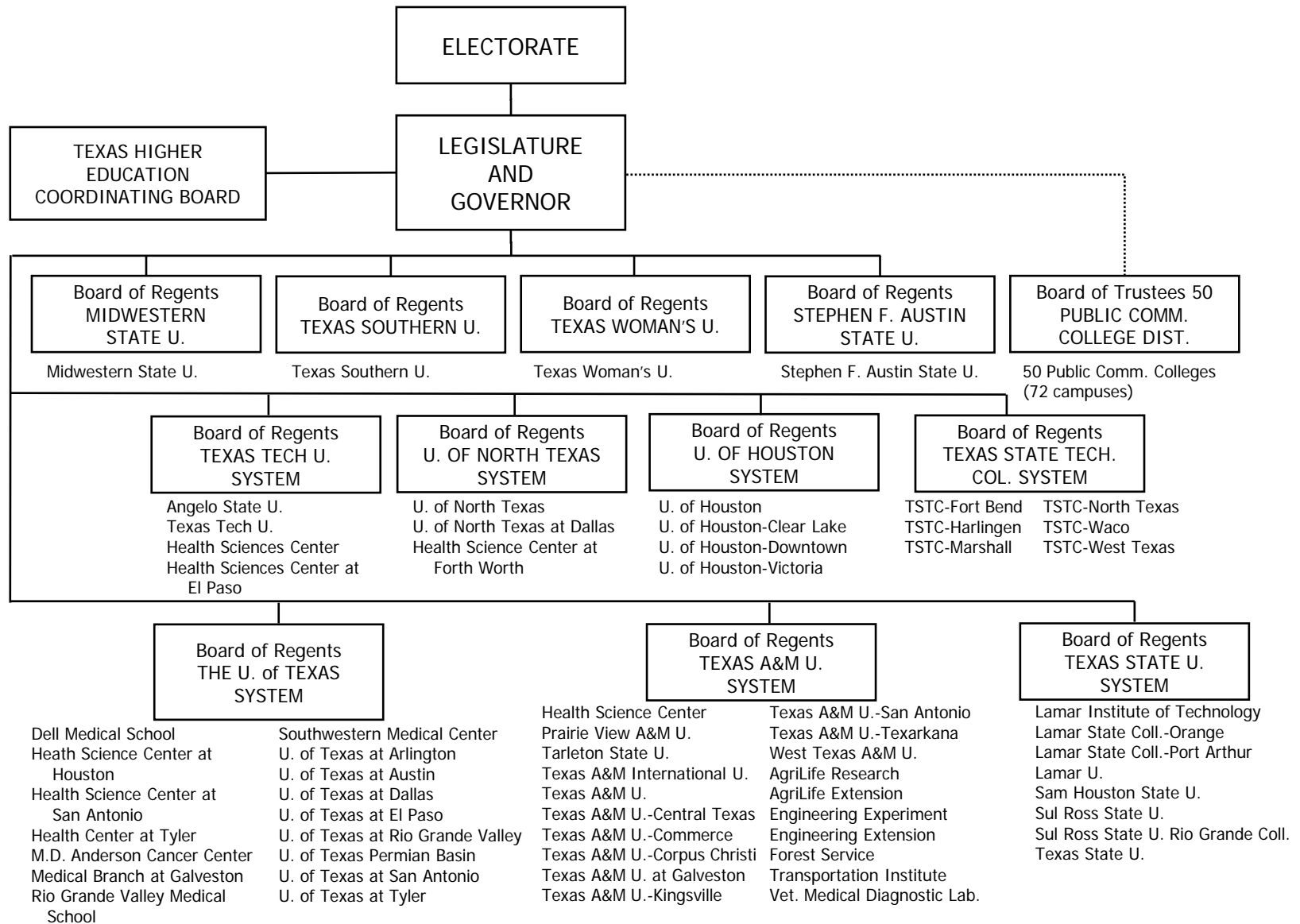
January 27, 2022

April 28, 2022

July 28, 2022

October 27, 2022

TEXAS PUBLIC SYSTEM OF HIGHER EDUCATION GOVERNANCE STRUCTURE



Governor John Connally's Job Description for Coordinating Board Members

Members of the Coordinating Board are responsible to the Texas Legislature and the Governor for coordinating higher education in Texas. Based on Governor John Connally's original charge to the Coordinating Board when it was created in 1965, Coordinating Board members' responsibilities include:

- Represent the State of Texas in the coordination of all higher education in the state.
- Set policies that formulate the course for higher education in Texas.
- Maintain an objective, statewide perspective.
- Determine educational questions according to educational measures.
- Set policies for institutional and program excellence by balancing access and quality.
- Discourage the initiation and continuation of programs of substandard quality.
- Recognize community and technical colleges as full partners in higher education.
- Be spokespersons for higher education in Texas – to encourage our institutions, to praise their progress, to support their steps towards excellence, and to applaud their imagination and initiative in imparting knowledge.

According to Governor Connally's charge, the responsibilities above should be carried out in ways that:

- Recognize that monumental buildings, expansive campuses, and winning football teams don't teach students; faculties teach.
- Recognize that, while nothing is wrong with competition, colleges and universities naturally strive toward their own ends with little regard to the needs of all the people in the state.
- Recognize the tendency for institutions to attempt to grow in all aspects -- enrollments, level of degrees offered, and new buildings – and the danger of mediocrity as a result.
- Avoid attempts to be classified as "my representative on the Coordinating Board."
- Leave politics to politicians and administration to administrators.
- Recognize that the level of funding is often an area of disagreement and that costs associated with new programs are not well understood.
- Recognize that money alone can never be a complete achievement if it is not supplemented by intelligent planning, imagination, careful evaluation, and effective coordination.

CHARGE TO THE COORDINATING BOARD TEXAS COLLEGE AND UNIVERSITY SYSTEM

By

GOVERNOR JOHN CONNALLY

September 20, 1965

Chairman Gray, Governor Smith, Speaker Barnes, Vice Chairman Gresham, members of the Coordinating Board, ladies and gentlemen, I am very grateful for Chairman Gray's invitation to be with you today for your opening meeting as you undertake a tremendous responsibility for the State of Texas.

First, I want to thank each of you for accepting the responsibility of membership of the Coordinating Board, Texas College and University System. I am sure you realized the magnitude of the task and the responsibility you were assuming when you agreed to serve, so I am all the more grateful for you to give of your time, your energy, of your wisdom -- to all of the people of this State.

You here today represent the embodiment of high hopes of a great many people.

That your opportunity for service in this capacity exists is a tribute to the farsighted vision of the leadership of Preston Smith, Speaker Barnes and all who served on the Committee on Education Beyond the High School who created the coordinating board of which some of you are now a member, and others devoted to quality higher education for our young people.

These high hopes envisioned are now passed to your hands. Whether the policies and procedures and plans contained in House Bill 1, become a living reality, or remain just an inanimate statement of hope, depends entirely on you.

Neither I nor the Legislature can guarantee the success of your efforts.

Only you can do that. Human beings, not laws, achieve progress. Thus the success or the failure of House Bill I will be your success or failure.

While the creation of this Board represents fulfillment of one of my greatest aspirations, I can only suggest to you how you may determine your course.

And I full well know you will receive advice from many sources. Some of it will be selfish advice, and most of it gratuitous.

But the policies you formulate--the course you set for higher education in Texas--are going to have to emanate from your own decisions.

Here, then, are some of the things I would like for you to consider as you begin your work.

First of all, I would remind you that neither monumental buildings, nor winning football teams, nor spacious dormitories, nor expansive campuses, nor anxious administrators, nor ambitious plans ever taught a college student, Faculties teach.

Books on the shelves and elaborate research projects, and I'm for those, concerned with esoteric subjects enrich the student mind only indirectly. Teachers teach.

The greatest risk you face is an institutionalized system, with each college or university grasping for its own ends without regard to the needs of the people of the whole state, and perhaps without being aware of those needs. I don't say this critically of any college president or any institution, but this is human nature. There is nothing wrong with being competitive.

But over the years in Texas we have come to regard each college or university as a separate institution, striving independently for success. In many cases regarded locally as a boon to the economy, it struggles to be all things to all people, willing to do almost anything that will assure its getting larger---larger in enrollment, larger in buildings, larger in number and level of degrees offered, larger in number of graduates, larger in number of alumni.

Always it strives to stand above its group in those visible evidences of growth. And it remains in constant danger of mediocrity as a result, I appointed you to this Board because of my confidence in your objectivity, your ability, your knowledge of education, your dedication to a better system of colleges and universities in this State.

Most of you attended college in Texas. Many of you have served on various governing boards of institutions of higher learning. You have certain institutional loyalties, just as each of us do.

But wherever you live in this state and from whatever institution you may have graduated, you can no longer represent or be a spokesman for any single college or university.

In fact, you must strive earnestly for even more objectivity in deciding questions affecting your Texas alma mater lest you be marked as its spokesman.

And I can well imagine that you will be cultivated, cajoled, coddled, even brainwashed by those who would wish you to take an institutional, regional or partisan view. Alumni and institutions will attempt to classify each of you as "my representative on the Coordinating Board."

This will be no easy burden, but you have my full confidence in your ability to bear it. If for any reason you find that you cannot, and that your loyalty to an institution or place or region puts you in too awkward a position to be objective, I trust that you will request relief from this responsibility rather than continue an uncomfortable situation.

I assure you that you were not appointed to represent any institution; you were named to represent the State of Texas in the coordination of all higher education under state authority.

Neither were you appointed to represent the geographical area where you were born, attended college, or where you now live. Texas, the entire state, the youth of this state, is your constituency, and to that constituency you owe your loyalty and allegiance.

It is your responsibility to determine educational questions according to educational measures and standards. You should leave politics to the politicians and administration to the administrators.

Patterns for financing of higher education have received considerable attention by the Texas Commission on Higher Education and have substantial legislative understanding.

The level of financing is usually the focus of disagreement.

At the same time, the cost of new degree programs, their initiation and approval, is not so well understood. Everyone in the educational world knows that a new doctoral program of acceptable quality adds substantially to costs--of libraries, faculty salaries, research allocations and administrations.

But the costs have never been measured, and institutions have a tendency to minimize the initial cost while a new program is being considered for approval and to maximize the continuing cost when appropriations are requested following approval.

Involved, I think, are several fundamental questions. Is Texas to commit itself to taking doctoral level instruction to the student regardless of where he lives and regardless of his choice of subject? Is every possible program at every level to be offered at each of the 22 colleges and universities?

If this is done, obviously the quality would undoubtedly be poor and the cost prohibitive.

Aside from the cost, the tragedy of poor programs is that they perpetuate a fraud upon those students who complete them, leading the graduates to believe that they have been provided a quality degree backed by the full prestige of the state. The quality of all degrees at all state institutions is thereby weakened.

Now if you enter upon a course that permits continuation or initiation of programs of substandard quality, all of the work and thought and study which went into the creation of this Board will be for naught.

For the first time, junior colleges under your direction become full partners in our total higher educational endeavor, and I urge you never to forget that the best classroom instruction may well exist in these institutions. They are unfettered by elaborate administrative structures, extensive research commitments, and faculty promotions

dependent upon scholarly publications, the junior college instructor can devote his full energy and enthusiasm to teaching the student. He can demonstrate a personal interest. In short, he is certainly the equal of his fellow faculty members in four-year institutions and should be treated as such.

It will be your task and you must see that he is provided equipment and teaching materials comparable to those provided to his counterparts who teach freshmen and sophomores in four-year colleges and universities--and he is entitled to comparable salaries.

A number of Texas junior colleges have been extended to the senior and graduate years. You must determine when this extension has gone far enough to endanger the strength and vitality of our whole educational system.

It is obvious that the expansion of junior colleges to senior colleges cannot go on forever. A second-rate senior college is no adequate substitute for a first-rate junior college. Neither is senior college status a reward for outstanding performance as a junior college, nor is it a trophy to be captured in the political arena, nor a means to transfer the check for its operating costs from the community to the state.

Such a change in status must be determined solely on the basis of state needs and educational criteria.

Somehow you as individuals and collectively as a Board must foster and secure acceptance of the concepts that size is no yardstick of stature, and that, prefixes--junior, senior or graduate--are no measure of quality.

These are some of your challenges, as I see them. I recommended that this Board be given substantial power. The Legislature agreed. How you use that power will be for your determination.

I have often, perhaps too often, used strong language in expressing my views on our failures in education, and I have done this deliberately, and with the sure knowledge that we have also enjoyed many successes in education. But if we have a major shortcoming in the educational community for our state, it is the tendency, I think which is nature, to boast about those successes and attempt to hide those failures.

So if I am sometimes a harsh critic, I hope I am also objective and fair. Because without constant evaluation and criticism, there can be no progress.

In my judgment, we have made more progress in higher education within the past years and have made more in the past year than in any like period of our history. Much of this progress is in money: a 100% increase in college and university appropriations, over the preceding two years a 40% increase in faculty salaries, a 180% increase in research appropriations, a 140% increase in library funds, a 100% increase in state aid to junior colleges.

Now on their face, these are amazing achievements. Yet money standing alone can never be a complete achievement if it is not supplemented by intelligent planning, imagination, careful evaluation, and effective coordination.

You have been given the power to add planning, imagination, and coordination to supplement the taxpayers' dollars in higher education. I trust you will use them wisely.

I don't want what I say here to be strictly from the negative standpoint, I want you to be the spokesman for higher education in Texas--to lend encouragement to our institutions, to praise their progress, support their steps toward excellence, to applaud their imagination and initiative in imparting knowledge, by whatever means to the young people of this state.

And always keep in mind that yours is the opportunity to implement an educational policy that will give Texas young men and women a quality of education superior to any in the nation--and we must never be satisfied with less.

A hundred and twenty years ago, emigrant families on the Oregon Trail, after hundreds of miles on the open prairie, yearned to see Scotts Bluff in western Nebraska as the first real landmark in their journey over the prairies and mountains to the West to a new life. Beyond were more prairies and higher mountains, but the vision of Scotts Bluff gave them renewed hope that if they could come that far, they could indeed reach the end of the trail.

In a sense, the creation of this Board is our Scotts Bluff. The rest of the journey may be even more difficult, but if we have come this far, surely our true promise and our true opportunities can be fulfilled.

**BOARD OPERATING
POLICIES AND PROCEDURES**

July 2020

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I. PREAMBLE

A. Purpose

The Texas Higher Education Coordinating Board (the Board or Agency) adopts and implements the Board Operating Policies and Procedures to achieve the following purposes:

1. To outline the Board's general powers and duties under Chapter 61, Subchapter B, of the Texas Education Code, and other applicable laws;
2. To outline procedural rules governing the Board pursuant to Chapter 61 of the Texas Education Code, and other applicable laws;
3. To apprise Board members of the standards of conduct and conflict of interest provisions applicable to their conduct pursuant to chapter 572 of the Texas Government Code; and
4. To adopt protocols that define how Board members communicate with the media, elected officials, institutional representatives, and students.

B. Goals

In exercising its powers and fulfilling its duties, the Board shall strive to:

1. Establish major visionary guiding policies affecting the state's higher education system;
2. Establish the goals that define the results that the Board seeks to achieve;
3. Serve as a link between the Agency and state policy makers;
4. Be accountable for its decisions and actions;
5. Maintain objectivity and a statewide perspective in considering matters that may come or are before it for decision;
6. Act in the best interests of students and the people of Texas;
7. Continually learn and work to enhance the Texas higher education system within the boundaries of statutory authority; and
8. Review the Board Operating Policies and Procedures each biennium.

C. Scope

These Board Operating Policies and Procedures apply to all activities conducted by the Board.

D. Responsibility for Implementation

The Board and its officers are responsible for ensuring the implementation and adherence to the Board Operating Policies and Procedures.

E. Nondiscrimination Policy

To the extent provided by applicable law, no person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under, any program or activity sponsored or conducted by the Board, on the basis of race, color, national origin, religion, sex, age, veteran status, genetic information, or disability.

II. THE BOARD

A. Purpose

The Board represents the highest authority in the state in matters of public higher education and is charged with the duty to take an active part in promoting quality education throughout the state. The Board performs its duty by:

1. Representing the State of Texas in the coordination of all higher education in the state;
2. Setting policies that formulate the course for higher education in Texas;
3. Maintaining an objective, statewide perspective;
4. Ensuring the efficient and effective use of higher education resources and eliminating unnecessary duplication;
5. Making recommendations to improve the efficiency and effectiveness of transitions, including between high school and postsecondary education, between institutions of higher education for transfer purposes, and between postsecondary education and the workforce;
6. Administering programs and trusteed funds for financial aid and other grants as necessary to achieve the state's long-range goals and as directed by the legislature;
7. Determining educational questions according to educational measures;
8. Collecting and making accessible data on higher education in the state and analyzing that data to support policy recommendations;
9. Setting policies for institutional and program excellence by balancing access and quality;
10. Discouraging the initiation and continuation of programs of substandard quality;
11. Recognizing community and technical colleges as full partners in higher education; and
12. Being spokespersons for higher education in Texas – to encourage Texas institutions, to monitor and praise their progress, to support their steps towards excellence, and to applaud their imagination and initiative in imparting knowledge.

B. Board Composition

1. The Board is composed of 9 members and one non-voting student representative appointed by the governor to provide representation from all areas of the state with the advice and consent of the senate, and as the constitution provides.
2. A Board member may not be employed professionally for remuneration in the field of education during the member's term of office.

3. Members of the Board shall serve without pay but shall be reimbursed for their actual expenses incurred in attending meetings of the Board or in attending to other work of the Board when that other work is approved by the Board Chair.

C. Restrictions on Board Appointment, Membership and Employment

1. A Board member must be a representative of the general public. A person is not eligible for appointment as a member of the Board if the person or the person's spouse:
 - a. is employed by or participates in the management of a business entity or other organization regulated by the board or receiving funds from the board;
 - b. owns or controls, directly or indirectly, more than a 10 percent interest in a business entity or other organization regulated by the board or receiving funds from the board; or
 - c. uses or receives a substantial amount of tangible goods, services, or funds from the board, other than compensation or reimbursement authorized by law for board membership, attendance, or expenses.
2. A person may not be a member of the board and may not be a board employee employed in a "bona fide executive, administrative, or professional capacity," as that phrase is used for purposes of establishing an exemption to the overtime provisions of the federal Fair Labor Standards Act of 1938 (29 U.S.C. Section 201 et seq.), and its subsequent amendments, if:
 - a. the person is an officer, employee, or paid consultant of a Texas trade association (i.e. a cooperative and voluntarily joined statewide association of business or professional competitors in this state designed to assist its members and its industry or profession in dealing with mutual business or professional problems and in promoting their common interest) in the field of higher education; or
 - b. the person's spouse is an officer, manager, or paid consultant of a Texas trade association in the field of higher education.
3. A person may not be a member of the board or act as the general counsel to the board if the person is required to register as a lobbyist under Chapter 305, Government Code, because of the person's activities for compensation on behalf of a profession related to the operation of the board.

D. Terms

1. Board members hold office for staggered terms of six years with terms of one-third of the members expiring on August 31 of each odd-numbered year.
2. In the event of a vacancy during a term of a member appointed by the governor due to resignation or other reason, the Governor shall appoint a replacement who meets the qualifications of the vacated office to fill the unexpired portion of the term.

E. Removal of Board Member

1. It is a ground for removal from the Board that a member:
 - a. does not have at the time of taking office the qualifications required by Section TEC, 61.0222(a);
 - b. does not maintain during service on the board the qualifications required by TEC, Section 61.0222(a);
 - c. is ineligible for membership under TEC, Section 61.022 or 61.0222;
 - d. cannot, because of illness or disability, discharge the member's duties for a substantial part of the member's term; or
 - e. is absent from more than half of the regularly scheduled board meetings that the member is eligible to attend during a calendar year without an excuse approved by a majority vote of the board.
2. The validity of an action of the Board is not affected by the fact that it is taken when a ground for removal of a board member exists.
3. If the commissioner of higher education has knowledge that a potential ground for removal exists, the commissioner shall notify the Board Chair of the potential ground. The Board Chair shall then notify the governor and the attorney general that a potential ground for removal exists. If the potential ground for removal involves the Board Chair, the commissioner shall notify the next highest ranking officer of the board, who shall then notify the governor and the attorney general that a potential ground for removal exists.

F. New Board Member Orientation

A new appointee to the Board shall be given an orientation to the activities and functions of the Board prior to being able to fully participate in a Board meeting. The New Board Member Orientation shall include the following topics:

- a. Agency mission, goals, objectives, and strategic plan;
- b. Agency organization, function, and powers and duties;
- c. Board member responsibilities, including the proper role of the member in policy making, deliberations, communications, and relations with the administrative staff of the Agency;
- d. Standards of conduct as public officials, including conflict-of-interest laws;
- e. Board meetings and other Board functions;
- f. Legislation that created the Board;
- g. Rules of the Board;
- h. Current budget of the agency;
- i. Results of the most recent formal audit of the agency;
- j. Texas open government laws, including information regarding mandatory training in open meetings and public information as required by the chapters 551 and 552 of the Texas Government Code;
- k. Travel reimbursement/per diem procedures and state regulations; and
- l. Other topics deemed appropriate by the Board Chair.

III. OFFICERS OF THE BOARD

The Governor shall designate a Board Chair and Vice Chair. The Board shall appoint a Secretary of the Board whose duties may be prescribed by law and by the Board.

IV. BOARD MEMBER CODE OF CONDUCT/CONFLICT OF INTEREST AND ETHICAL CONDUCT

A. Code of Conduct/Conflict of Interest. Board members shall adhere to the standards of conduct and conflict of interest provisions set out in section 572.051 of the Texas Government Code and other applicable laws. Pursuant to that section, a Board member must adhere to the following:

1. Not accept or solicit any gift, favor, or service that might reasonably tend to influence the Board member in the discharge of official duties or that the Board member knows or should know is being offered with the intent to influence the Board member's official conduct. Note: Accepting tickets, vouchers, or other forms of entry that typically have a cost of admission, to an event hosted by an institution of higher education (e.g., football tickets) is allowed under state ethics laws so long as a representative of the donor institution is present.

Please note that the appearance of accepting such tickets has been questioned in certain news media articles as potentially creating a conflict of interest for Board Members, and potentially influencing them to vote in favor of matters that may come before the Board from such institutions. To avoid any such appearance, it is recommended that Board Members planning to attend such an event should request an invoice for, and in turn pay, the base value of the tickets or other form of entry for that event.

2. Not accept employment or engage in a business or professional activity that the Board member might reasonably expect would require or induce the Board member to disclose confidential information acquired by reason of the official position;
3. Not accept employment or compensation that could reasonably be expected to impair the Board member's independence of judgment in the performance of the Board member's official duties;
4. Not accept an honorarium for services requested to be provided due to the Board member's official position or duties. This prohibition extends to an honorarium for in-state and out-of-state engagements if the Board member would not have been asked but for his/her official position. The honorarium may not be remitted to a third-party or tax-exempt charity if payment is made in consideration of the services performed and at the direction of the Board member. The Board member may accept food, transportation, and lodging when in connection with a conference or a similar event if within reason and, as required, reported in Section XI of her/his annual personal financial statement (Texas Penal Code, Section 36.07).

5. Not make personal investments that could reasonably be expected to create a substantial conflict between the Board member's private interest and the public interest;
 6. Not intentionally or knowingly solicit, accept, or agree to accept any benefit for having exercised the Board member's official powers or performed the official duties in favor of another;
 7. Complete and file a personal financial statement with the Ethics Commission on or before April 30 each year if they served at any time beginning on January 1 and continuing through April 30 of that year (Texas Government Code § 572.026(a)). Newly appointed individuals must file a statement within 30 days of taking office.
 8. Complete the open government training as required by Government Code sections 551.005 and 552.012;
 9. Comply with the Open Meetings Act when communicating with other Board members outside of a posted meeting of the Board; and
 10. Seek counsel when confronted with a situation that the Board member believes may present a conflict of interest.
- B. Appropriated Funds and Official Authority. All Board members must adhere to Texas Government Code §556 in using appropriated money, but may engage in political activity to the widest extent consistent with the restrictions imposed by law.
1. The Board may not use any appropriated money under its control to finance or otherwise support the candidacy of a person for office. This prohibition extends to direct or indirect employment of a person to perform such actions.
 2. The Board may not use appropriated money to employ a person who is required by Chapter 305 to register as a lobbyist.
 3. Board members may not use their official authority for the purpose of affecting the result of an election, under the Code of Federal Regulations, Title 5, Part 151.121.
- C. Principles of Ethical Conduct. Board members shall conduct themselves in a manner that strengthens the public's trust and confidence by adhering to the following principles:
1. Honesty, accountability, transparency, respect and trust;
 2. Integrity of the highest caliber;
 3. Conduct that is indisputable and beyond reproach;
 4. Openness and fairness; and
 5. Commitment to compliance with the law, rules and regulations, and Board Operating Policies and Procedures.

Board members:

- a) shall be honest and ethical in their conduct and the performance of their duties;
- b) shall adhere to all applicable state and federal laws and regulations, policies and regulations, and member rules and procedures;
- c) shall protect and conserve state resources and shall not use them for unauthorized activities;
- d) shall endeavor to avoid any actions that would create the appearance that they are violating the law, rules and regulations, or Board Operating Policies and Procedures;
- e) shall not hold financial interests that are in conflict with the conscientious performance of their official duties and responsibilities;
- f) shall not engage in any financial transaction in order to further any private interest using nonpublic information which they obtain in the course of their Board service;
- g) shall not make unauthorized commitments or promises of any kind purporting to bind the Board;
- h) shall not use their public offices for private gain;
- i) shall act impartially with a statewide perspective and not give preferential treatment to any private or public institution of higher education, organization or individual;
- j) shall not engage in outside employment or activities, including seeking or negotiating for employment, that conflict with official duties and responsibilities;
- k) shall promptly disclose fraud, waste, abuse and corruption to the Director of Audit and Compliance; and
- l) shall strictly adhere to all state and federal laws and regulations, policies and regulations, and member rules and procedures regarding sexual harassment and equal opportunity for all persons regardless of race, color, religion, sex, national origin, age, disability, genetic information or veteran status.

D. General Duties and Responsibilities of Board Members

1. The Board is responsible for the hiring, evaluation and, if deemed necessary and appropriate, the termination of employment, of the Commissioner.
2. Duty of Loyalty - A Board member must be responsible and loyal to the interests of the state higher education system as a whole. A member does not represent any other constituency, person, or entity that conflicts with those interests.

3. Duties of the Board Chair - The Board Chair may speak for and represent the Board under a general grant of authority but may not take positions he or she knows to be contrary to Board policy.
4. Duty of Unity – Except as indicated in D.3., Duties of the Board Chair, no single member of the Board may speak for or otherwise bind the Board, unless authorized to do so by vote of a majority of the Board pursuant to an action taken in open, public session at a duly-constituted meeting of the Board.
5. Committee Authority - Board committees represent the Board and act on its behalf in preparation for Board meetings. They have authority to report and recommend various actions, including policy initiatives, to the Board.
6. It is the responsibility of each Board member to have a basic knowledge of the operations, management, finances, and effectiveness of the Agency, and each Board member has the right and authority to inform himself/herself as to the duties, responsibilities, and obligations of the member in such a manner as each may deem proper. Members of the Board are to be provided access to such information as in their individual judgments will enable them to fulfill their duties and responsibilities as members of the Board.
7. A Board member may not publicly disclose information that is confidential by law, unless disclosure is required by law or made pursuant to a vote of the Board to waive an applicable privilege.
8. Members of the Board shall bring concerns about operations, accountability, compliance, or the need for an investigation to the Commissioner, Board Chair, Vice Chair, General Counsel, Director of Audit and Compliance, or appropriate Committee of the Board.
9. Members of the Board shall respect the role of the Commissioner as the chief executive officer of the Agency and shall respect management and reporting lines for the agency.
10. Communication with Agency Staff. Members of the Board are to be provided access to agency personnel as in their individual judgments will enable them to fulfill their duties and responsibilities as Board members. The preferred regular channel of communication from Board members to agency personnel shall be made through the Commissioner and/or senior executive staff (i.e., Deputy Commissioners and General Counsel; also see IX. Board Communication with the Media, Elected Officials, Institutional Representatives, and Students). The Commissioner or senior executive staff member will alert the Board Chair and Vice Chair of any substantive communication with Board members that may directly impact the work of the Board.
11. The Board is responsible for the annual performance appraisal and compensation of the Commissioner of Higher Education, the General Counsel, and the Director of Internal Audit and Compliance. The Commissioner's annual compensation may not exceed the amount authorized in the General Appropriations Act and must be done in writing, approved by the Board in a public meeting, signed by the chair, and submitted to the Governor, the Legislative Budget Board and the Comptroller.

The Board Secretary shall work with the Director of Human Resources (HR) to develop the annual performance appraisal forms and disseminate them to Board members no later than June 1 of each year. Each Board member shall complete the forms and return them to the HR Director by July 1. The HR Director will combine and average the scores for each evaluation and include any comments without attributing the comments to a particular Board member. The HR Director shall send the final evaluations to the Board within 14 calendar days before the July Board meeting. Board members shall meet in Executive Session during the Board meeting to discuss the performance evaluation of the Commissioner, the General Counsel, and the Director of Internal Audit and Compliance.

V. MEETINGS OF THE BOARD

- A. Regular Meetings. Regular meetings of the Board shall be held in the city of Austin at least once per quarter of the calendar year on dates determined by the Board.
- B. Emergency Meetings. An Emergency Meeting of the Board may be called by the Board Chair. Notice of such meeting shall be communicated in the manner most likely to give the greatest amount of notice to the members. Every meeting notice to Board members shall contain the meeting time, place, day, and general nature of the business to be transacted.
- C. Special meetings of the Board. Special meetings of the Board may be held at times and places as ordered by the Board during a regular meeting, or special meetings may be called by the Board Chair to be held at a time and place the Chair shall designate.
- D. Notice. The Board Chair shall designate a location for each Board meeting. Notice of the meetings, including the location shall be posted pursuant to the requirements of the Texas Open Meetings Act. All meetings shall be open to the public, except executive sessions as discussed below. Notice to the public of all meetings shall be given pursuant to the Open Meetings Act.
- E. Duties of Board Members at Board Meetings:
 - 1. Right to Speak - A Board member has the right to state his or her views, opinions, positions, and recommendations but should do so professionally and respectfully in the procedural manner established or directed by the Board Chair, who shall allow and facilitate expression of dissenting or minority viewpoints.
 - 2. Duty to Listen - A Board member should listen respectfully to the views, opinions, positions, and recommendations of others, even those with whom he or she disagrees.
 - 3. Duty to Respect Board Decisions - A Board member should abide by and not subvert or otherwise derogate to outside parties lawfully-taken Board decisions. If, as a matter of principle, a Board member must articulate a minority opinion, he or she may do so; however, such opinion should be announced to the Board through the Board Chair, who may call upon the dissenting Board member to articulate his or her opinion.

4. Duty of Confidentiality - A Board member should not report the Board's executive session discussions, deliberations, or statements of Board members (including his or hers) to any third party without the Board's permission unless required by law to do so. Robert's Rules of Order (11th ed., 2011.)
 5. Duty of Attendance - Board members should make every attempt to attend Board meetings. However, if a Board member is unable to attend a Board meeting, he or she shall notify the Board Chair as soon as practicable. In accordance with state statute (Texas Education Code Section 61.0223(a)(5)) and Section II.E.1.e of the Board's Operating Policies and Procedures, if a Board member is absent from more than half of the regularly scheduled Board meetings during a calendar year without an excuse approved by a majority vote of the Board, the Board member is subject to removal from the Board.
 6. Duty of Disclosure - If a Board member has a real or potential private or personal interest in a measure, proposal, or decision pending before the Board, she/he should disclose this information to the remainder of the Board in open meeting and refrain from voting or otherwise participating concerning that matter (Texas Government Code §572.058). An individual who violates this duty is subject to removal from office on the petition of the Attorney General on the Attorney General's own initiative or on the relation of a resident or of any other member of the Board. For purposes of section 572.058, an individual does not have a "personal or private interest" in a measure, proposal, or decision if the individual is engaged in a profession, trade, or occupation and the individual's interest is the same as all others similarly engaged in the profession, trade, or occupation.
- F. Agendas. The Board Chair and Vice Chair shall determine the agenda for a Board meeting. Board members have a right and a duty to raise matters of concern related to Board oversight. In order that such matters can be discussed properly, it is important that a Board member with a concern mention it to the Board Chair and Vice Chair in time for the matter to be added to the agenda, if needed. The Board Chair makes the final determination as to whether to place an item on the agenda unless a majority of the Board members present request to add an item or otherwise amend the agenda. If an item is removed from the agenda, the Board Chair will timely inform other Board members of the reason for removing an agenda item after it has been posted. Board members shall receive the agenda and supporting materials for an upcoming meeting at least two weeks before the meeting, to the extent possible. Each matter to be considered at a meeting of the Board or a committee of the Board as an Agenda Item shall be accompanied by a summary of the facts pertaining thereto, the need for action thereon, and the recommendations of the Commissioner, staff, or advisory committee, where appropriate.
- G. Consent Agendas. A compilation of matters required to be approved by or reported to the Board via a Consent Agenda format shall be prepared as directed and approved by the Commissioner, Deputy Commissioners, and Assistant Commissioners, as appropriate. Any Board member may request that an item be added or removed from the Consent Calendar at the time it is being considered. Addition of an item from the Agenda to the Consent Agenda requires approval of a majority of Board members present. Removal of an item can be accomplished at the request of a single Board member.

- H. **Quorum/Action.** At each regular or emergency meeting, the Board Chair shall certify a quorum is present in order to conduct official business of the Board. A quorum of the Board is a majority of the number of members fixed by statute, not including the Board's student representative. Accordingly, five members is a quorum of the Board for all purposes. The Texas Open Meetings Act prohibits less than a quorum of members from discussing or deliberating official business of the Board at such a meeting. A majority of members present, whether or not they comprise a quorum, may adjourn the meeting from time to time. A majority shall mean, for all purposes, more than half of the votes cast, ignoring abstentions.
- I. **Rules Governing Board Action.** The Board Operating Policies and Procedures shall govern the action of the Board. In the event that the policies and procedures do not specify how an action shall be conducted, the Board, as appropriate, shall refer to pertinent statutes, rules, or the latest Robert's Rules of Order Newly Revised Edition.
- J. **Recordation of Meetings.** All or any part of the public meeting may be recorded by any person in attendance by means of tape recorder, video camera, or any other means of sonic or visual reproduction unless determined by the Board Chair to be disruptive of the meeting.
- K. **Public Testimony.** Opportunity for public testimony shall be provided at each regularly scheduled meeting of the Board and its standing committees.
1. The Board or Committee Chair shall take appropriate action to avoid unnecessary, repetitive testimony and to assure that different members of the public with differing points of view have reasonable access to the Board or committee. The Board or Committee Chair shall strive to ensure that representatives from both sides of an issue are able to address the Board or committee.
 2. Oral and written testimony shall be limited to an existing agenda, including consent, item that is being considered by the Board.
 3. Individuals wishing to testify must register via mail, email, fax or online using the public comment form available on the agency's website at least 24 hours prior to the meeting. Exceptions may be made at the discretion of the Board or Committee Chair.
 4. Individuals must provide his or her name, organizational affiliation, if any, and indicate which agenda item shall be addressed. A separate form must be submitted for each agenda item on which the speaker will testify. Additionally, the registrant shall disclose his or her viewpoint on the agenda item. The date and time the registration was received shall be noted.
 5. Each speaker shall have three minutes, unless otherwise stated in advance by the Board or Committee Chair. Testimony is limited to one representative per organization.
 6. Special accommodations for individuals who may require auxiliary aids or other services shall be made by the Agency's ADA Coordinator. Individuals requiring these accommodations shall notify the ADA Coordinator at least five days prior to the meeting.

7. A registrant offering written materials in lieu of oral testimony shall provide at least 10 copies of the materials to Agency staff for distribution to Board members.
- L. Executive Sessions. Executive Sessions of the Board are closed meetings of the Board which may be held as authorized by the Open Meetings Act.

VI. BOARD COMMITTEES

- A. The Board Chair may establish regular, standing, or temporary committees of the Board as he/she deems appropriate.
- B. To the extent practicable, all subjects and matters requiring Board action shall be referred to the appropriate standing committee for consideration and recommendation before action is taken by the Board. If the matter could be considered by more than one committee, the Board Chair will determine the appropriate referral.
- C. The Board Chair shall appoint an appropriate number of members to serve on the standing committees, including one to serve as Committee Chair. The Board Chair has established the following standing committees:
 1. Agency Operations Committee (AOC). This committee is responsible for matters pertaining to agency operations. Responsibilities include:
 - a. Agency strategic plan;
 - b. Legislative Agenda;
 - c. Agency's legislative appropriations request;
 - d. Audit, Compliance, and IT functions;
 - e. Student loan portfolio;
 - f. Agency's continuous improvement initiatives; and
 - g. Any other issues, rules, reports, and studies relating to agency operations.
 2. Committee on Academic and Workforce Success (CAWS). This committee is responsible for all matters pertaining to academic excellence, research, health, and workforce development. Responsibilities include:
 - a. Academic and technical programs;
 - b. Data, information and reports relating to low producing degree programs;
 - c. Certificates of approval/accreditation;
 - d. Workforce Development (Perkins/Vocational Education);
 - e. Research programs;
 - f. GME and other health programs;
 - g. College Readiness and Success (TSI, Developmental Education, ABE, Educator Quality);
 - h. P-16 Outreach Initiatives;
 - i. Learning Technology;
 - j. Transfer Issues and Initiatives; and
 - k. Any other issues, rules, reports, and studies relating to academic excellence, research, health and workforce development.

3. Committee on Innovation, Data, and Education Analytics (IDEA). This committee is responsible for policy development, strategic planning for statewide higher education, and monitoring of the state's progress in achieving the goals of the strategic plan.

Responsibilities include:

- a. Long-term Strategic Plan for Texas Higher Education;
- b. Formula Funding;
- c. Data, information and reports relating to Campus Facilities;
- d. Accountability System;
- e. Financial Aid;
- f. Higher Education Strategic Plan Progress Reports;
- g. Institutional Cost Efficiencies; and
- h. Any other issues, rules, reports, and studies relating to affordability, accountability, and planning.

The performance appraisals of the Commissioner, General Counsel, and Director of Internal Audit and Compliance, as well as all rules developed through the negotiated rulemaking process, shall be considered by the full Board, not a Board standing committee.

D. Advisory Committees

1. The Board may establish advisory committees and shall appoint advisory committee members; however, a Board member may not serve as a member of an advisory committee.
2. The Board shall adopt rules to establish advisory committees in accordance with 19 Texas Administrative Code, Part 1, Chapter 1, Subchapter A, Section 1.6.

VII. BOARD RULES

- A. Rule Making Authority. The rules adopted by the Board are part of a larger body of state agency rules that are collected and published by the Office of the Secretary of State as the Texas Administrative Code (TAC). Board rules are codified under Title 19, Part I, of the TAC. Title 19 is Education, and Part I is the Texas Higher Education Coordinating Board. The Board may adopt new rules or abolish or amend existing rules.
- B. Rule Making Process. The rulemaking process is primarily governed by Chapter 2001 of the Texas Government Code and is designed to permit and encourage stakeholder participation in rule making. The Agency also utilizes Chapter 2008 of that Code when it engages in negotiated rulemaking. The process shall follow Board rules, Chapter 1, Subchapter A, Rule 1.14. Rules that have been developed through negotiated rulemaking process are not considered by a Board committee before being considered by the full Board.
- C. Rule Review Process. In accordance with Texas Government Code, §2001.039, the Board shall review its rules every four years to ensure that statutory authority and the reasons for the rules continue to exist.

- D. Filing Non-Substantive Rule Corrections with the Secretary of State. The Commissioner of Higher Education or the Commissioner's designee may approve and file with the Secretary of State non-substantive corrections to the Board's rules. Non-substantive rule corrections may include typographical, grammatical, referencing, or spelling errors and technical edits to comply with Texas Register style and format requirements.

VIII. CONTRACTS AND MEMORANDA OF AGREEMENT

A. Contracts.

1. The Board shall execute interagency contracts to perform routine administrative functions and may execute other contracts as allowed by law.
2. The Board shall not contract for goods or services with a relative of a Board member unless the contract results from a competitive process in compliance with state purchasing laws. "Relative" for the purpose of this subsection shall be based on the civil law standard for determining degrees of relationship and shall mean any persons related within the second degree by affinity (marriage) or within the third degree by consanguinity (blood). A Board member shall identify to the General Counsel any relative that may be considering a contractual relationship with the Board.

- B. Delegation. The Board Chair, Vice Chair, and Chair of the relevant Board standing committee may approve contracts on behalf of the Board in accordance with Board rule, Chapter 1, Subchapter A, Section 1.16.

IX. BOARD COMMUNICATIONS WITH THE MEDIA, ELECTED OFFICIALS, INSTITUTIONAL REPRESENTATIVES, AND STUDENTS

A. Communications with the Media

1. Reports on actions of the Board on matters of public interest will be given to the press as promptly as possible by the External Relations Department.
2. Statements on matters of an obviously controversial nature shall be made by the Board Chair or the Commissioner.
3. No Board member shall make or issue any public statement on an obviously controversial subject which might reasonably be construed as a statement of the official position of the Board without the advance approval of the Board Chair.
4. It is not the intent of this policy statement to stifle the right of freedom of speech of anyone speaking in a personal capacity where that person makes it clear that he or she is not speaking for the Board or the members of the Board. To the extent possible, Board members are expected to coordinate with the External Relations Department regarding any media contacts and press statements.

- B. Communications with Elected Officials. When a Board member would like to schedule a meeting with an elected official regarding matters relating to the Board, it is preferred the Board member request that the External Relations Department schedule the meeting, provide all necessary information/talking points, and accompany the Board member as needed/requested.
- C. Communications with Institutional Representatives. When a Board member is contacted by an administrator, faculty member, or governmental relations staff member from an institution of higher education regarding a controversial issue relating to the Board, the Board member shall notify the Board Chair and Vice Chair.
- D. Student Complaints. When a Board member is contacted by a student with a complaint or request for information, it is preferred that the Board member refer the individual to the General Counsel's Office for further assistance. The General Counsel's Office shall notify the Board member how the complaint or request for information was handled by Agency staff.
- E. Speaking Invitations. When a Board member accepts an invitation to speak at a public event on behalf of the Board, it is preferred that the Board member contact the External Relations Department to request necessary information/talking points. The External Relations Department shall also notify the Board Chair and Vice Chair of the speaking invitation.

X. REQUESTS FOR DATA AND INFORMATION

- 1. Information requests from or on behalf of an individual member of the Board seeking the compilation of significant quantities of information or data maintained by the agency will be reviewed by the Board Chair, the Commissioner, and General Counsel and, if necessary, discussed with the requesting Board member to determine the appropriate scope of the request and timing of the response to avoid inefficiencies and duplication of effort but shall also ensure that requests are fulfilled in a timely manner consistent with applicable law and policy.
- 2. Smaller requests for existing information or data that do not appear to require significant time or effort may be processed promptly by Agency staff.
- 3. Within 5 business days of the receipt of a Board member's information request, the requesting Board member will be provided with an estimated date for delivery or production. The Board requires Agency staff to respond thoroughly and appropriately to requests for information from a member of the Board without undue delay. In the rare circumstance when there are concerns about a Board member's request, the matter will be discussed with the Board member within 5 business days of receipt of the request. If concerns are unresolved following discussion with the Board member, the matter will be presented to the Board as quickly as possible, including by call of a special meeting if necessary. Upon vote, if any two or more Board members support the request, the request will be filled without delay.

4. This process is not intended nor will it be implemented to prevent a member of the Board from access to information or data that the Board member deems necessary to fulfill his or her official duties and responsibilities.

XI. MISCELLANEOUS

- A. Fiscal Year. The fiscal year of the Board is the same as the official fiscal year of the State of Texas. It shall begin on September 1 and end on August 31 of each year.
- B. Minutes. Minutes of the Board and Board committee meetings shall be prepared and maintained, as required in the Open Meetings Act.
 1. Minutes of the Board meetings shall be approved by the Board and signed by the Secretary of the Board. Minutes of the Board committee meetings shall be approved by the appropriate Board committee.
 2. Before the Board or Board committee approves the minutes of the last meeting, the minutes shall be sent to each member of the Board (or each member of the Board committee) for review, comment, and correction prior to approval.
 3. Minutes are available for public review as authorized by the Open Meetings Act. All books and records of the Board shall be stored according to the records retention schedules as set forth by the State Library and Archives Commission.
 4. The Board or a Board standing committee must make either a certified agenda or recording of each closed session, except for an executive session held by the Board or Board committee to consult with its attorney in accordance with section 551.071 of the Government Code (the Attorney/Client privilege section). If a certified agenda is kept, the presiding officer (i.e., the Board Chair, Committee Chair, or other member presiding during the closed session) must certify that the agenda is a true and correct record of the executive session. A certified agenda must include "(1) a statement of the subject matter of each deliberation, (2) a record of any further action taken, and (3) an announcement by the presiding officer at the beginning and the end of the closed meeting indicating the date and time." While such agenda does not have to be a verbatim transcript of the meeting, it must at least provide a brief summary of each deliberation.

Any Board member participating in a closed session knowing that a certified agenda or recording is not being made commits a Class C misdemeanor. The certified agenda or recording of an executive session shall be destroyed after two years (absent litigation or threat thereof), in accordance with state law. A certified agenda or recording of an executive session is confidential. A person who knowingly and without lawful authority makes these records public commits a Class B misdemeanor and may be held liable for actual damages, court costs, reasonable attorney fees, and punitive damages. Section 551.104 provides for court-ordered access to the certified agenda or recording under specific circumstances.

A Board member has a right to inspect the certified agenda or tape recording of a closed meeting, even if he or she did not participate in the meeting. This is not a release to the public in violation of the confidentiality provisions of the Act, because a Board member is not a member of the public within that prohibition. A Board member may not copy the recording or certified agenda of a closed meeting, nor may a former member inspect these records once he or she leaves office.

XII. POLICIES AND PROCEDURES: GUIDELINES

- A. Effective Date of Policies and Procedures. These policies and procedures and any amendments to them shall become effective upon approval of the Board.
- B. Amendments to Policies and Procedures. Any of these policies and procedures may be altered, amended, or repealed, and new policies and procedures may be adopted by an affirmative vote of a majority of the Board, unless to do so would be contrary to law.
- C. The Board Operating Policies and Procedures create no substantive or procedural rights. They are guidelines for the Board's internal governance only.
- D. The Board Operating Policies and Procedures shall be reviewed by the Board in October of even numbered years unless (1) an earlier modification is required by law or (2) a proposal is made by a Board member to modify such policies and procedures at an earlier date.

Board Committee Structure

Effective January 2022

Agency Operations Committee (AOC)

Responsible for matters pertaining to agency operations.

Board Members

- Emma W. Schwartz, Chair
- Welcome W. Wilson, Jr., Vice Chair
- S. Javaid Anwar
- Fred Farias III, O.D.
- Robert P. Gauntt
- Donna N. Williams
- Matthew B. Smith (Student Representative), Ex-Officio

Key Support Staff

- Rey Rodriguez, Deputy Commissioner and Chief of Staff
- Ken Martin, Assistant Commissioner, Financial Services/CFO
- Zhenzhen Sun, Assistant Commissioner, Information Solutions & Services
- Nichole Bunker-Henderson, General Counsel
- Mark Poehl, Assistant Commissioner, Internal Audit and Compliance

Areas of Responsibility

- Agency strategic plan
- Legislative Agenda
- Agency's legislative appropriations request
- Audit, Compliance, and IT functions
- Student loan portfolio
- Agency's continuous improvement initiatives
- Any other issues, rules, reports, and studies relating to agency operations

Committee on Academic and Workforce Success (CAWS)

Responsible for matters pertaining to academic excellence, research, health, and workforce development.

Board Members

- Donna N. Williams, Chair
- R. Sam Torn, Vice Chair
- Richard L. Clemmer
- Fred Farias III, O.D.
- Emma W. Schwartz
- Daniel O. Wong
- Matthew B. Smith (Student Representative), Ex-Officio

Key Support Staff

- Ray Martinez, Deputy Commissioner, Academic Affairs and Workforce Education
- Jerel Booker, Assistant Commissioner, College Readiness and Success
- Michelle Singh, Assistant Commissioner, Digital Learning
- Tina Jackson, Assistant Commissioner, Workforce Education

Areas of Responsibility

- Academic and technical programs
- Data, information and reports relating to low producing degree programs
- Certificates of approval/accreditation
- Workforce Development (Perkins/Vocational Education)
- Research programs
- GME and other health programs
- College Readiness and Success (TSI, Developmental Education, ABE, Educator Quality)
- P-16 Outreach Initiatives
- Learning Technology
- Transfer Issues and Initiatives
- Any other issues, rules, reports, and studies relating to academic excellence, research, health and workforce development

Committee on Innovation, Data, and Educational Analytics (IDEA)

Responsible for policy development, strategic planning for statewide higher education, and monitoring of the state's progress in achieving the goals of the strategic plan.

Board Members

- S. Javaid Anwar, Chair
- Welcome W. Wilson, Jr., Vice Chair
- Richard L. Clemmer
- Fred Farias III, O.D.
- Robert P. Gauntt
- R. Sam Torn
- Daniel O. Wong
- Matthew B. Smith (Student Representative), Ex-Officio

Key Support Staff

- Lori Fey, Deputy Commissioner, Data Analytics and Innovation
- Vacant, Assistant Commissioner, Data Management and Research
- Emily Comier, Assistant Commissioner, Funding and Resource Planning
- Ken Martin, Assistant Commissioner, Financial Services/CFO

Areas of Responsibility

- Long-term Strategic Plan for Texas Higher Education
- Formula Funding
- Data, information and reports relating to Campus Facilities

- Accountability System
- Financial Aid
- Higher Education Strategic Plan Progress Reports
- Institutional Cost Efficiencies
- Any other issues, rules, reports, and studies relating to affordability, accountability, and planning

Full Board

Board Members

- Fred Farias III, O.D., Chair
- Donna N. Williams, Vice Chair
- S. Javaid Anwar
- Richard L. Clemmer
- Robert P. Gauntt
- Emma W. Schwartz
- R. Sam Torn
- Welcome W. Wilson, Jr.
- Daniel O. Wong
- Matthew B. Smith, Student Representative

Key Support Staff

- Rey Rodriguez, Deputy Commissioner and Chief of Staff
- Nichole Bunker-Henderson, General Counsel
- Mark Poehl, Assistant Commissioner, Internal Audit and Compliance
- Elizabeth (Liz) Bolin, Deputy Chief of Staff
- Mary Mitchell, Special Assistant to the Board

Areas of Responsibility

- Job performance of the commissioner, general counsel, and auditor
- May use any Board Committee agenda to meet as a whole
- All rules developed through the negotiated rulemaking process will only need to be considered by the full Board

Board Standing Committee Membership

Effective January 2022

Committee on Academic and Workforce Success (CAWS)

Donna N. Williams, Chair

R. Sam Torn, Vice Chair

Richard L. Clemmer

Fred Farias III, O.D.

Emma W. Schwartz

Daniel O. Wong

Matthew B. Smith (Student Representative), Ex-Officio

Committee on Innovation, Data, and Educational Analytics (IDEA)

S. Javaid Anwar, Chair

Welcome W. Wilson, Jr., Vice Chair

Richard L. Clemmer

Fred Farias III, O.D.

Robert P. Gauntt

R. Sam Torn

Daniel O. Wong

Matthew B. Smith (Student Representative), Ex-Officio

Agency Operations Committee (AOC)

Emma W. Schwartz, Chair

Welcome W. Wilson, Jr., Vice Chair

S. Javaid Anwar

Fred Farias III, O.D.

Robert P. Gauntt

Donna N. Williams

Matthew B. Smith (Student Representative), Ex-Officio

Board Member Biographies

The Texas Higher Education Coordinating Board, created by the Texas Legislature in 1965, represents the highest authority in the state in matters of public higher education and is charged with:

1. providing a statewide perspective to ensure the efficient and effective use of higher education resources and to eliminate unnecessary duplication;
2. developing and evaluating progress toward a long-range master plan for higher education;
3. collecting and making accessible data on higher education to support policy recommendations;
4. making recommendations to improve the efficiency and effectiveness of transitions, including between high school and postsecondary education, between institutions of higher education for transfer purposes, and between postsecondary education and the workforce; and
5. administering programs and trusteed funds for financial aid and other grants as necessary to achieve the state's long-range goals and as directed by the Texas Legislature.

The Board is comprised of nine members appointed by the Governor for six-year staggered terms and one non-voting student representative who serves for one year. The Governor also appoints the chair and vice-chair. No Board member may be employed in education, serve as a community college trustee or university regent. The Board meets quarterly in Austin and all meetings are broadcast live on the Internet. Board Members serve on Standing Committees which also meet quarterly. Additionally, Advisory Committees provide advice and guidance to the Board on various topics.



Fred Farias III, OD, FAAO, of McAllen, Texas, is president and CEO of 20/20 Vision Care. He has served on The Texas Higher Education Coordinating Board since 2015 and was appointed chairman of the board by Governor Greg Abbott on June 3, 2021. He was previously vice chairman of the board and chairman of the Academic and Workforce Success Committee. He is also member of the Texas Higher Education Foundation.

Dr. Farias is a fellow of the American Academy of Optometry, former president of the Texas Optometric Association and the Rio Grande Valley Optometric Society, and a former member of the American Optometric Association Board of Trustees. He was named the Texas Optometric Association's Optometrist of the Year in 2015 and the National American Optometric Association's Optometrist of the Year in 2016.

He is a past gubernatorial appointee to the Texas Optometry Board, where he chaired the Licensing and Administration Committee, and is a charter member of Optometry Cares – The AOA Foundation. He is a lifetime member of The University of Texas (UT) System Chancellor's Executive Committee and the UT Austin Development Board, and he is a member of the UT Longhorn Foundation Athletic Advisory Council.

Dr. Farias is a past recipient of the Outstanding Young Texas Exes Award from The University of Texas at Austin, and in 2017, he was the recipient of the Lifetime Achievement Distinguished Alumnus Award from the Southern College of Optometry. In 2019, Dr. Farias was named an Outstanding Alumnus by The University of Texas at Austin's Moody College of Communication.

Additionally, Dr. Farias is active in the McAllen community, serving as chairman of the McAllen Chamber of Commerce Government Affairs Council; volunteering for InfantSEE, a no-cost public health program to provide professional eye care to infants nationwide; and organizing and sponsoring vision screenings throughout south Texas. He has served on many local and statewide boards, including the Vannie E. Cook Cancer Center, the Rio Grande Valley Arthritis Foundation, and the Museum of South Texas History.

Dr. Farias received a Bachelor of Science from The University of Texas at Austin, a master's degree from Harvard Medical School, and a Doctor of Optometry from Southern College of Optometry.



Donna N. Williams is a vice president and program manager for Parsons Transportation Group, Inc., a subsidiary of the Parsons Corporation, a global engineering and construction leader in facilities, advanced technology, and management processes. She has 30+ years of program and project management, business development, and engineering design and construction experience in both government and private sectors.

Mrs. Williams manages a multi-year contract with the City of Houston at George Bush Intercontinental Airport (IAH). The IAH Terminal Redevelopment Program (ITRP) is a \$1.3 billion dollars capital improvement program designed to modernize and expand all facilities located on the north ramp, except for Terminal A. The contract covers a wide range of project management support services for all phases of the ITRP Program (initiation, definition, design, procurement, construction, commissioning and activation, and closeout).

She has received numerous state and national accolades for her work, including: Parsons' "Engineer of the Year" award (1993); service on the Corporation's Leadership Council (1999); Women's Transportation Seminar for the Greater Dallas/Fort Worth Chapter's "Woman of Inspiration" award (2002); US Black Engineer & Information Technology recognition as One of the 100 Most Important Blacks in Technology (2006); featured in Eclipse Magazine's Tribute to "2008 Women That Mean Business"; named a Prairie View A&M University Distinguished Alumni; and served on significant initiatives of both former Governor Rick Perry and Lieutenant Governor David Dewhurst. President George W. Bush appointed and the United States Senate confirmed her as a Director of the Corporation for National and Community Service (2003-2006).

Mrs. Williams is involved in many civic activities and professional associations, including Arlington Alumnae Chapter of Delta Sigma Theta Sorority, Dallas African American Museum (board member), Justin F. Kimball High School Academy of Hospitality and Tourism (board chairman), the Laura W. Bush Institute for Women's Health National Board of Directors, Parsons Federal Credit Union (board member), and the Texas State Foundation (board member). An appointee of Governor Perry to the Texas State University Board of Regents, she chaired the search committee leading to the selection of the current chancellor, served two terms as vice chairman of the board (2011 & 2012) and chairman of the board (2013 & 2014).

Mrs. Williams received a bachelor of science in mechanical engineering from Prairie View A&M University (1982); she and her best friend, The Honorable Michael L. Williams, former Texas Energy & Education Commissioner, and current Distinguished Leader in Residence at the University of North Texas at Dallas, celebrate 32+ years of marriage.



S. Javaid Anwar was born in Karachi, Pakistan and upon completing his high school education, he immigrated to the United States where he attended the University of Wyoming and received his degree in Petroleum Engineering. Upon graduation, Anwar began a career in oil and gas in Texas that has continued for nearly forty years and led to his foundation and ownership of several oil and gas exploration companies and related entities.

In 2011, he received the Outstanding Businessman and Entrepreneur Award from the Pakistan Chamber of Commerce-USA. In 2012, he received the Man of the Year award from Safeer-A-Pakistan. In 2014, President George W. Bush presented Anwar the Philanthropist of the Year Award from the Permian Basin Chapter of the Association of Fundraising Professionals. In that same year, then Texas Attorney General Greg Abbott and Lt. Governor David Dewhurst presented him the Businessman of the Year award from the South Asian Chamber of Commerce in Houston.

In 2014, Anwar also received humanitarian awards from the Pakistan Citizens Foundation and the Human Development Foundation. This year, he received the Golden Hammer Award by Midland Habitat for Humanity.



Richard L. (Rick) Clemmer is a global technology CEO, most recently leading the turnaround of NXP Semiconductors as Chief Executive Officer and President, a position he held from 2009 to May 2020. He continues to serve NXP as Chairman of NXP NA and as a Strategic Advisor.

Prior to NXP, he was a senior advisor to Kohlberg Kravis Roberts & Co., a private equity firm. He also served as President and Chief Executive Officer of Agere Systems Inc., an integrated circuits components company. Prior to joining Agere Systems, Mr. Clemmer held a number of executive leadership positions at Texas Instruments, Inc. and Quantum Corporation.

Mr. Clemmer currently serves on the boards of Aptiv PLC., HP Inc., Privafy (Co- Founder and Executive Chairman), and Axon Networks (Founder and Executive Chairman). Mr Clemmer previously served on the boards of NXP Semiconductors and NCR Corporation. He is also co-Chairman of First, the Robotics STEM educational non-profit activity, and serves on the Advisory board of the Texas Tech University Whitacre School of Engineering.

Mr. Clemmer holds a bachelor's degree in business administration from Texas Tech University and a master of business administration from Southern Methodist University.



Robert Gauntt is a Founding Partner at Capital Creek Partners, a Texas based multi-family and investment firm.

Mr. Gauntt previously served as Founding Partner at Avalon Advisors, building the firm's Alternative platform with a focus on private equity, real estate, and hedge funds. Prior to founding Avalon Advisors, Mr. Gauntt held a variety of wealth management roles at Morgan Stanley, Goldman Sachs, and PaineWebber. Mr. Gauntt is also a Co-Founder of Capstar Ventures in Austin, an early stage venture capital firm investing in consumer brands.

Mr. Gauntt is currently a Trustee for The University of Texas/Texas A&M Investment Management Company (UTIMCO), sitting on the Compensation Committee, Risk Committee, and Cyber Committee. He also sits on the Boards for Austin Metropolitan Museum of Art, RBI Austin, and Hope Mozambique. He was recently appointed by Governor Greg Abbott to serve on the Texas Higher Education Coordinating Board.

Mr. Gauntt was previously a Trustee for the Teacher Retirement System of Texas (TRS) from 2008-2011, serving as Chair for the Risk Management Committee and Investment Management Committee.

Mr. Gauntt received a Master of Business Administration and Bachelor of Business Administration from The University of Texas at Austin. He currently lives in Austin, Texas with his wife Kristin. Together they have three sons: Travis, Tyler, and Turner.



Emma Wollschlager Schwartz, MPH, is the President of the Medical Center of the Americas (MCA) Foundation, a non-profit operating in El Paso, Texas and Juarez, Mexico. Ms. Schwartz founded the MCA along with her board in 2006 to be the “keeper of the vision” of the newly forming medical campus in El Paso. Since then, the MCA has completed three master plans for the medical campus and continuously oversees its coordinated planning programs. The MCA also developed the first private biomedical incubator in the region: the Cardwell Collaborative – 60,000 sf of wet-labs, dry-labs, data room, office space, collaboration spaces, etc. The facility houses its Innovation Center, Clinical Trials Consortium, BIO El Paso-Juarez, Healthcare Think Tank and STEM camps.

Before the MCA, Ms. Schwartz worked in healthcare management, revenue cycle improvement, strategic planning and regulatory compliance for a variety of healthcare companies, including Tenet Healthcare in El Paso, Texas and Sinaiko Healthcare Consulting in Los Angeles, California. During this time, she published numerous articles, spoke at many venues regarding these topics and co-edited a book on corporate compliance.

Her community involvement is extensive. Ms. Schwartz is a director on the board of WestStar Bank where she chairs the Audit Committee. She is on the board of and the former board chair of the PDN Center of Hope anti-human trafficking organization, the chair of the Youth and Education Committee for Workforce Solutions Borderplex, and a founding director of Progress321, a young professional’s organization. She is also the co-chair of El Paso’s chapter of Stanford OVAL. Formerly, she served on the selection committee for the TTUHSC El Paso Founding President, the Federal Reserve Bank of Dallas’ Emerging Leaders Council, the board of La Fe Preparatory School. She is also a member of the Borderplex Alliance, Hispanic Chamber of Commerce, El Paso Chamber, Texas Healthcare and Biosciences Institute and InBIA. In 2016, she was inducted into the El Paso Business Hall of Fame, and she was named 2017’s El Pasoan of the Year. Just recently, she was appointed by Governor Greg Abbot to the Texas Higher Education Coordinating Board.

Ms. Schwartz received her BA in Human Biology with a concentration in Comparative Health Policy from Stanford University and her MPH in Health Services Management from UCLA, where she was a Foley & Lardner Fellow.



Sam Torn and his wife, Susan, own and operate Incomparable Camp Ozark, one of the largest residential summer camps in the nation. In addition, Mr. Torn is the Executive Director of Camp War Eagle, a not-for-profit, year-round youth development organization for underserved children, developed in cooperation with the Walton Family Foundation of Bentonville, Arkansas. Additionally, Mr. Torn is the chairman of the Camp Ozark Foundation and Ozone Ministries, which provides year-round support for youth in eight cities across the southern United States. He is the founding director of Ozark for All, a summer camp experience for inner city children, and has served on the Board of Directors of GAP Ministries, which provides community development services to the indigent population of southwestern Mexico. Mr. Torn is also a featured speaker for a national teen abstinence program.

Mr. Torn received his BBA from Texas A&M in 1970, his MBA from the University of Texas in 1973 and his Juris Doctor, Summa Cum Laude, from the South Texas College of Law in 1977.

While at Texas A&M, Mr. Torn served as Head Yell Leader, was a member of the Corps of Cadets, and a varsity baseball squadsman. Mr. Torn served as Chairman of the 12th Man Foundation's Board of Trustees, coordinated the redevelopment of Olsen Field at Blue Bell Park, Co-Chaired the university-wide Kyle Field Redevelopment Committee, as well as chaired the 225 Million Dollar Campaign for Kyle Field. Mr. Torn is also an active member of the Athletic Ambassadors and the Houston Champions Council. He formerly served as President of the Southwest Houston A&M Club, area representative for the Association of Former Students, Class Agent for the class of '70 and President of the Association of Former Yell Leaders and is an active member of the Lettermen's Association. In 2013 Mr. Torn was inducted into the Texas A&M Letterman's Association Hall of Honor for his efforts on behalf of Texas A&M athletes. In 2015, Mr. Torn was inducted into the Corps of Cadets Hall of Honor. In 2016, Mr. and Mrs. Torn were awarded the prestigious E. King Gill Award for their efforts on behalf of Texas A&M athletics.

Mr. and Mrs. Torn have three children: Scott married to Secily, Chris married to Ceci; and Angela married to Stephan Shaw, as well as thirteen grandchildren.



Welcome Wilson, Jr. is president and CEO of Welcome Group, LLC, a real estate development firm specializing in single-tenant office buildings and industrial buildings including lab, warehouse and manufacturing facilities in the state of Texas. He is also the joint venture partner in Kingham · Dalton · Wilson Ltd., a design/build construction affiliate of Welcome Group and is a director of River Oaks Financial Group, Inc.

Mr. Wilson currently serves as chairman of the Alamo Trust and serves on the board of directors of the Remember the Alamo Foundation in San Antonio. He was recently appointed by Texas Governor Greg Abbott to serve on the Texas Higher Education Coordinating Board in Austin.

He also serves on the board of directors of the Greater Houston Partnership, the Trellis Company and the Trellis Foundation in Austin, the Friends of the Texas Historical Commission and the Texas Business Hall of Fame.

In addition, he is chairman of the board of the Southwest Houston Redevelopment Authority and by appointment of the Mayor of Houston is chairman of Tax Increment Reinvestment Zone #20 (TIRZ # 20).

Mr. Wilson is a former gubernatorial appointee and former vice chairmen of the University of Houston System Board of Regents. He is immediate past chairman of the Houston Realty Business Coalition and has served as vice chairman of the Houston Food Bank, chairman of the End Hunger Network, director of the Houston Chapter of the American Lung Association, director of the Houstonian Club in Houston, and president of the Kinkaid School Alumni Association.

In 2018 The Houston Business Journal named Welcome Wilson, Jr. as one of its “Most Admired CEOs.”

Mr. Wilson is a native Texan, is married and attended the University of Denver.



Daniel O. Wong, Ph.D., P.E. is President and CEO of Tolunay-Wong Engineers, Inc., headquartered in Houston with 10 offices in Texas and Louisiana. He is also an adjunct professor at the University of Houston.

Dr. Wong is a past gubernatorial appointee to the Texas Board of Professional Engineers as a member and Chairman. He is a member of Texas Society of Professional Engineers, American Society of Civil Engineers and American Council of Engineering. He is the receipt of the John B. Hawley award from ASCE Texas Section and the Distinguished Engineer from Texas Engineering Foundation.

Dr. Wong is a former At-Large Councilmember for the City of Sugar Land and served on the Board of the Houston-Galveston Area Council and the Board of Texas Municipal League. Active in Fort Bend County, he is an officer for the Fort Bend Economic Development Council. He is a former board member of the Fort Bend YMCA and the Fort Bend American Heart Association.

Dr. Wong received a Bachelor of Science, Master of Science and a Doctor of Philosophy from the University of Houston and a Master of Arts from Fuller Theological Seminary. He published a dozen of peer-reviewed technical papers. He was the recipient of the Distinguished Engineering Alumnus from the University of Houston and was inducted into the UH Academy of Distinguished Civil & Environmental Engineers.

He and his wife, Mei, reside in Missouri City, Texas.



Matthew Boyd Smith of Copperas Cove was appointed to the Texas Higher Education Coordinating Board by Governor Greg Abbot in June 2021. He will serve as the board's student representative through May 31, 2022.

Mr. Smith currently attends Texas State University as a political science major. He graduated from Copperas Cove High School in 2018 and is currently serving as the chief of staff for the Texas State University student government. He previously interned for a law firm in Gatesville, Texas, and, in 2019, he interned for Congressman Roger Williams in Texas Congressional District 25.

In high school, Mr. Smith served on the Youth Advisory Council and participated in debate, the DECA emerging leaders and entrepreneurs program, band, and the Copperas Cove High School Criminal Justice Club. Before becoming chief of staff to student government, Mr. Smith served as parliamentarian in the student senate.

Texas Higher Education Coordinating Board Mission, Vision, Philosophy, and Core Values

Agency Mission

The mission of the Texas Higher Education Coordinating Board (THECB) is to provide leadership and coordination for Texas higher education and to promote access, affordability, quality, success, and cost efficiency through 60x30TX, resulting in a globally competitive workforce that positions Texas as an international leader.

Agency Vision

The THECB will be recognized as an international leader in developing and implementing innovative higher education policy to accomplish our mission.

Agency Philosophy

The THECB will promote access to and success in quality higher education across the state with the conviction that access and success without quality is mediocrity and that quality without access and success is unacceptable.

Agency Core Values

Accountability: We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions and aspirations.

Efficiency: We accomplish our work using resources in the most efficient manner.

Collaboration: We develop partnerships that result in student success and a highly qualified, globally competitive workforce.

Excellence: We strive for excellence in all our endeavors.

The Texas Higher Education Coordinating Board was created by the Texas Legislature in 1965 to:

“Represent the **highest authority in the state in matters of **public higher education** and is charged with the duty to take an active part in **promoting quality education** in the various regions of the state”.**

- Texas Education Code, Section 61.051

“The greatest risk you face is an institutionalized system, with each college or university grasping for its own ends without regard to the **needs of the people of the whole state, and perhaps without being aware of those needs.”**

- Governor John Connally, 1965

Powers and Duties of the THECB

- Provide a statewide perspective to ensure the efficient and effective use of higher education resources and to eliminate unnecessary duplication
- Develop and evaluate progress toward a long-range master plan for higher education and provide analysis and recommendations to link state spending for higher education with the goals of the long-range master plan
- Collect and make accessible data on higher education in the state and aggregating and analyzing that data to support policy recommendations
- Make recommendations to improve the efficiency and effectiveness of transitions, including between high school and postsecondary education, between institutions of higher education for transfer purposes, and between postsecondary education and the workforce; and
- Administer programs and trusteed funds for financial aid and other grants as necessary to achieve the state's long-range goals and as directed by the legislature.

THECB data capabilities are the foundation of all agency initiatives

“Texas has the most sophisticated and publicly available higher education data set in the country.”

Johnson, F. (2014, February) The Cost-Benefit Guide to Choosing a College Major. *National Journal*, Retrieved from www.nationajournal.com

Coordinating Board data are more accurate and relevant than federal data.

UT-El Paso Undergraduate Graduation Rates

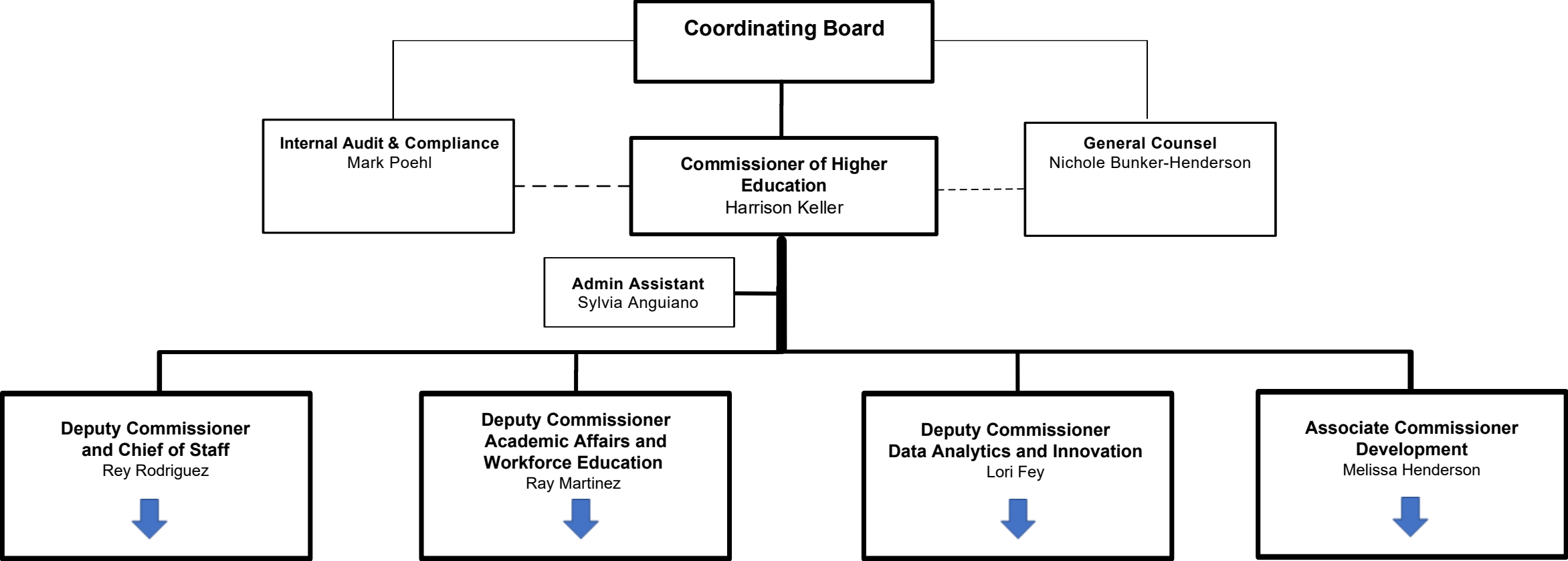
	4-year	6-year	10-year
THECB*	19.0%	41.0%	53.5%
Federal	13.8%	40.6%	N/A

*Includes students who go on to graduate from any Texas public or independent institution

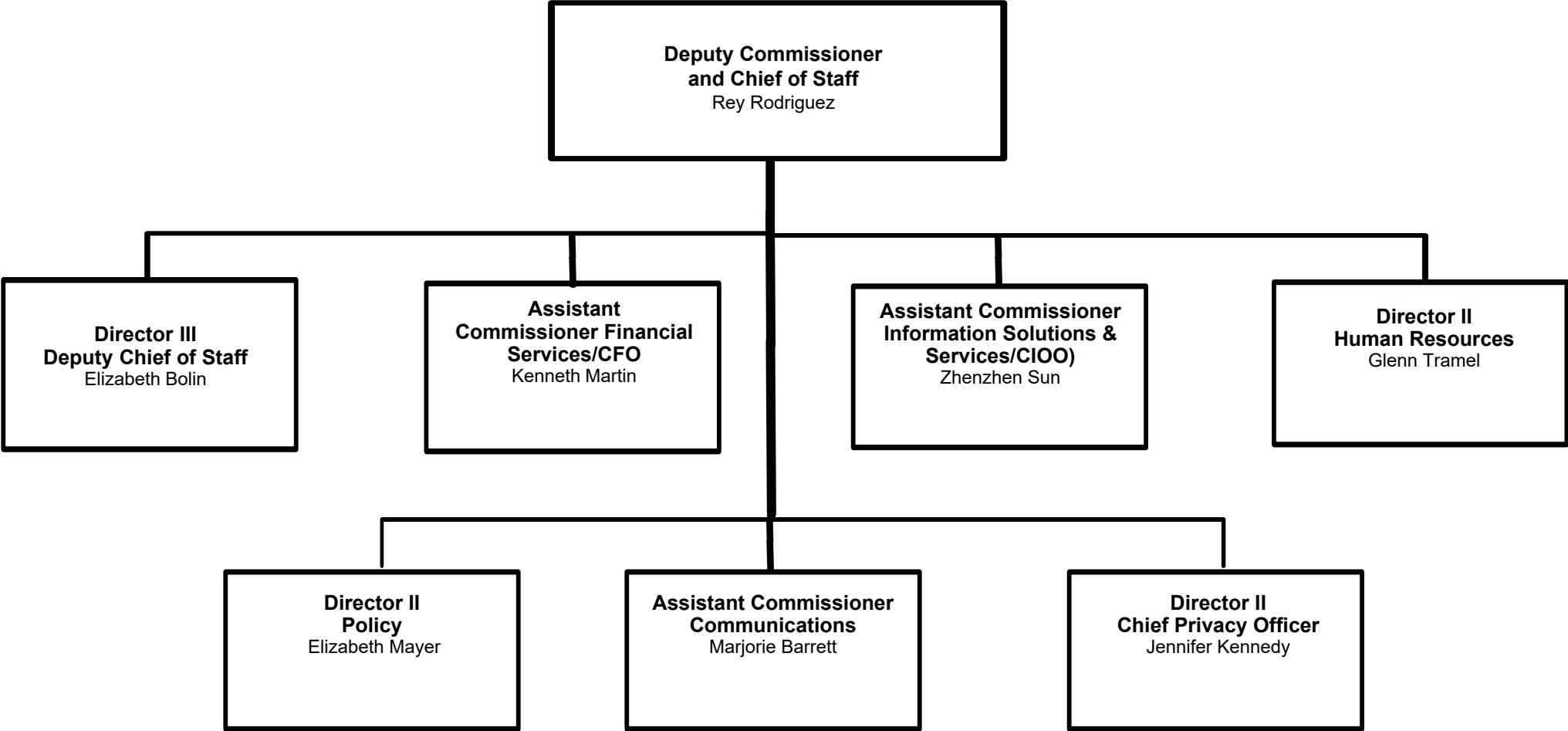
Coordinating Board data include:

- ✓ Institutions' enrollments, persistence and completions by gender, ethnicity, and other demographic factors
- ✓ Student cohort from 8th grade through postsecondary completion
- ✓ First year and long term earnings by major and institution
- ✓ Research expenditures

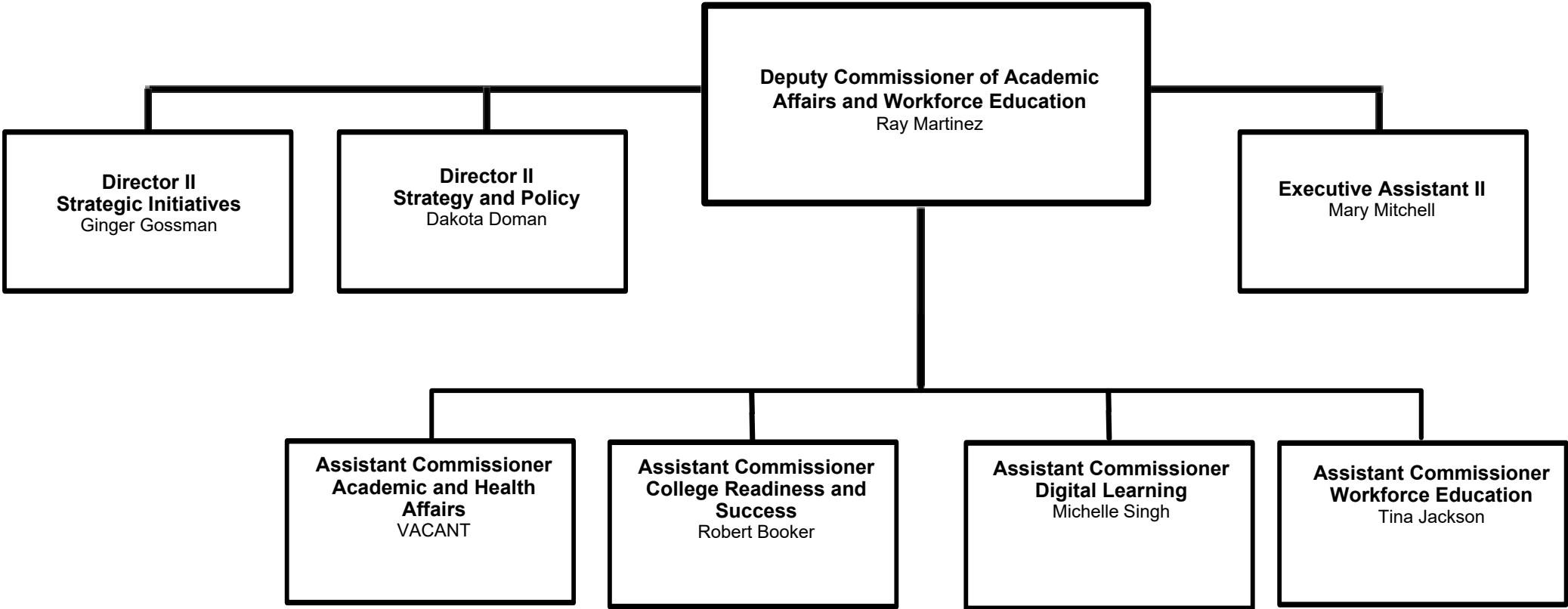
Texas Higher Education Coordinating Board



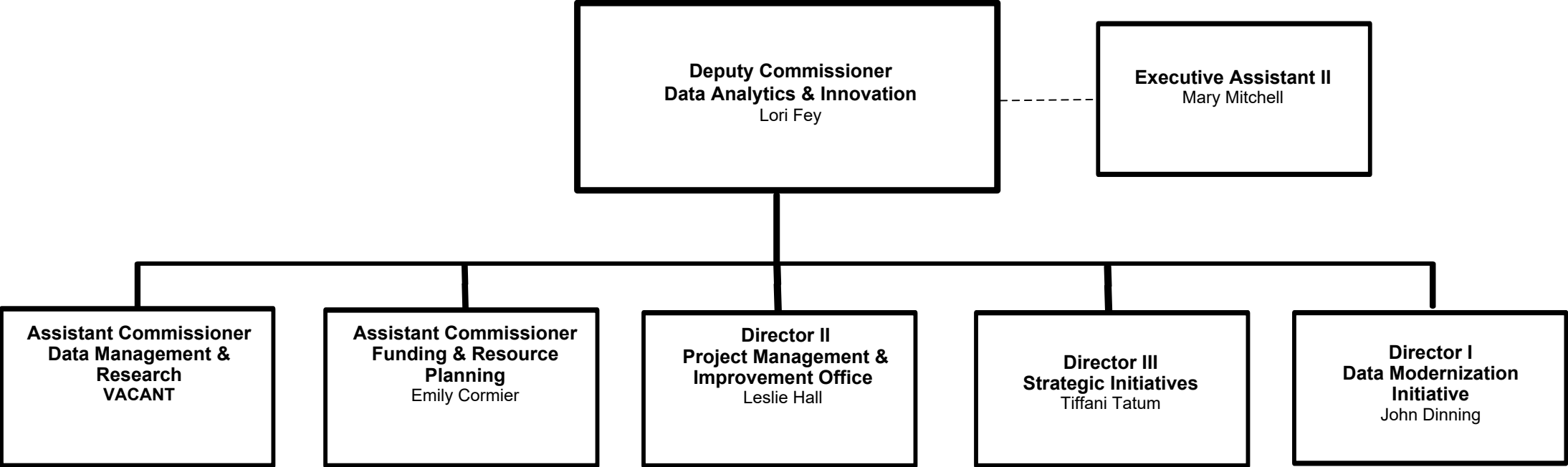
Agency Operations



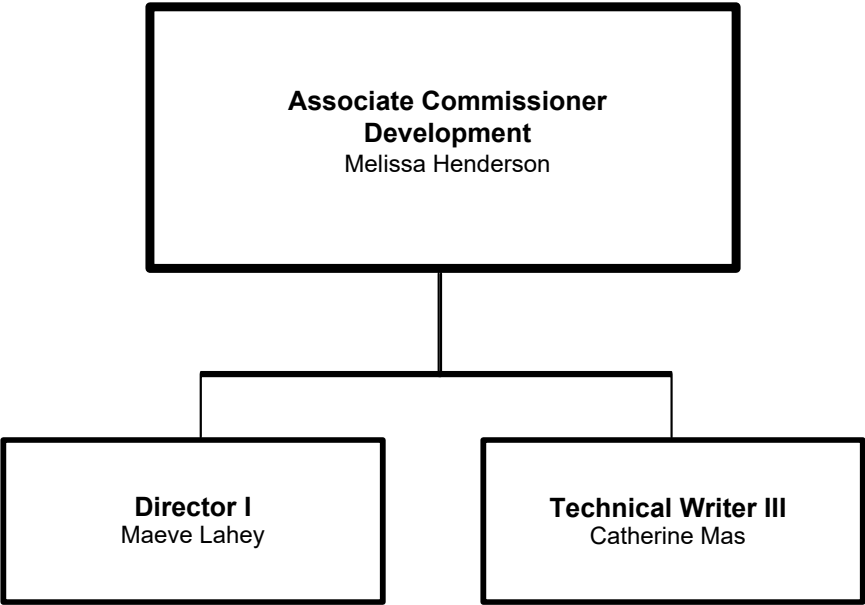
Academic Affairs and Workforce Education (AAWE)



Data Analytics and Innovation (DAI)



Development





Dr. Harrison Keller is the Commissioner of Higher Education for the State of Texas. He is a sixth-generation Texan with more than two decades of experience in educational budget and policy, digital learning, senior university administration, management, fundraising, and building effective coalitions among school districts, community colleges, universities, systems, and policymakers.

Dr. Keller's appointment as the sixth Commissioner of Higher Education and chief executive officer for the Texas Higher Education Coordinating Board was effective October 1, 2019.

Dr. Keller is a recognized innovator in policy and programs to improve college readiness and student success, especially for low-income and first-generation students. He is the founder and was Principal Investigator of the OnRamps dual enrollment initiative that provides college-level courses to tens of thousands of high school students across the state of Texas, and the Texas OnCourse initiative that works with Governor Greg Abbott's Tri-Agency Workforce Initiative to improve secondary college and career advising across the state.

He came to the Coordinating Board from The University of Texas at Austin, where he was Deputy to the President for Strategy and Policy and a Professor of Practice. Dr. Keller also served at UT Austin as Vice Provost for Higher Education Policy and Research, and Executive Director of the Office of Educational Innovation and the Center for Teaching and Learning. Prior to coming to UT Austin, Dr. Keller was Director of Research for the Texas House of Representatives and Senior Education Advisor for the Speaker of the Texas House.

Dr. Keller has taught at Georgetown University, St. Edward's University, and the University of Texas at Austin. He holds a bachelor's degree in philosophy from the University of Notre Dame and an M.A. and Ph.D. in philosophy from Georgetown University. He and his wife, Gena Nivens Keller, live in Austin with their three children.

Commissioner's Office

The Commissioner serves as the CEO, and is responsible for the operation, coordination, and supervision of the agency. The Commissioner oversees activities in areas such as strategic planning and policy development, college and career readiness standards, academic program approval, the state's accountability system for higher education, administration of state and federal financial aid programs, and the development of funding methodologies for community, technical and state colleges, universities, and health-related institutions.

The Commissioner works with Board members and staff, the Governor's office and legislators, institutions of higher education, the Texas Education Agency and the K-12 sector, the Texas Workforce Commission and the business community, and other stakeholders to achieve the goals of Texas higher education.

The Commissioner oversees a biennial budget of \$2.0 billion and a staff of 297 authorized Full-time Equivalent (FTE) employees organized under the following divisions/departments:

- Commissioner's Office
 - General Counsel's Office (includes Grants, Contracts, Purchasing and HUBs)
 - Internal Audit and Compliance
- Deputy Commissioner and Chief of Staff Office
 - Deputy Chief of Staff Office (includes External Relations, Strategic Finance Policy)
 - Communications Division
 - Financial Services Division (includes Office of Student Financial Aid Programs)
 - Human Resources Department
 - Information Solutions and Services Division
 - Policy Division
- Academic Affairs and Workforce Education Division
 - Academic and Health Affairs Division
 - College Readiness and Success Division (includes Texas OnCourse)
 - Digital Learning Division
 - Workforce Education Division
- Data Analytics and Innovation Division
 - Data Management and Research Division
 - Data Modernization Initiative Division
 - Funding and Resource Planning Division
 - Project Management and Improvement Office

- Strategic Initiatives Division
- Strategic Partnerships

The following positions report directly to the Commissioner:

- Deputy Commissioner and Chief of Staff
- Deputy Commissioner, Academic Affairs and Workforce Education
- Deputy Commissioner, Data Analytics and Innovation
- Associate Commissioner, Strategic Partnerships
- General Counsel (on a daily basis; reports directly to the Board)
- Assistant Commissioner, Internal Audit and Compliance (on a daily basis; reports directly to the Board)
- Executive Assistant to the Commissioner

Nichole Bunker-Henderson
General Counsel

Nichole Bunker-Henderson began serving as General Counsel for the Higher Education Coordinating Board in June 2020. In this capacity, Nichole serves as the Board's attorney as well as the agency's General Counsel. She consults with and advises the Board, the Commissioner, and agency staff on agency legal matters as well as providing legal oversight of and support for policies and programs.

Prior to joining the Coordinating Board, Nichole served the Office of the Attorney General for 15 years, rising from law clerk to Chief of the Administrative Law Division, and most recently the Associate Deputy Attorney General for Civil Litigation. Nichole has worked on diverse matters as a trial and appellate attorney and general counsel to state agencies, including serving as the second chair on the school finance trial. She is a frequent speaker on administrative law topics. During her 20 years of government service, Nichole has also served as the Deputy General Counsel at the Texas Education Agency and worked for the Texas Senate and Texas Legislative Council.

Nichole earned a bachelor's degree in government from The University of Texas at Austin and a law degree from The University of Arizona. Nichole enjoys spending her weekends chasing her husband and two children on foot at full speed around Lady Bird Lake.

Office of General Counsel

Objectives: To support the agency by providing legal advice and assistance to the Board, the Commissioner, the Deputy Commissioners, the Assistant Commissioners, and other agency staff.

Duties of the Office of General Counsel include:

- Provide informal and formal legal opinions on issues of concern to the agency, including compliance with federal and state laws and regulations and court opinions.
- Manage and coordinate with the Office of the Attorney General all litigation involving the Coordinating Board.
- Draft and review proposed legislation, statutes and administrative rules.
- Prepare and review contracts and grants.
- Oversee Procurement and Contract Management.
- The General Counsel is the Ethics Officer for the agency.
- Assist institutions of higher education and their attorneys regarding issues of mutual concern.
- Request opinions from the Office of the Attorney General on behalf of the Coordinating Board and community colleges; review and comment on requests for opinions from the Office of the Attorney General made by the public universities and other parties.
- Ensure compliance with the Open Meetings Act and the Public Information Act.
- Provide training in administrative rule making, Open Meetings Act, Public Information Act, contract management, and procurement.
- Oversee handling of student complaints.
- Other duties as assigned.

Mark Poehl**Assistant Commissioner, Internal Audit and Compliance**

Mark Poehl is the Assistant Commissioner for Internal Audit and Compliance. Mark joined the Coordinating Board in 2012 and has over 30 years of state government audit experience. Mark's work experience includes 18 years in higher education internal audit at the Texas A&M University System, as well as four years as Audit Director with the Texas Health and Human Services Commission Office of Inspector General.

At the Office of Inspector General, Mark managed the second largest audit department in Texas state government. These audits identified fraud, waste, and abuse of entities that contract with the State and receive Medicaid dollars for services rendered. At the Texas A&M University System, Mark led audit teams performing a wide range of engagements focused on business, academic, research and technology operations.

Mark is the past President of the Texas Association of College and University Auditors. He also led numerous internal audit peer reviews of higher education audit functions in Texas and Oregon, and he served as a volunteer peer review team member on other engagements conducted by the Institute of Internal Auditors.

Mark is a graduate of Texas A&M University with a BBA in Accounting. He is a Certified Public Accountant, Certified Internal Auditor, Certified Fraud Examiner, and Certified Information Systems Auditor.

Internal Audit and Compliance Department

The Internal Audit and Compliance Department reports directly to the board and administratively to the Commissioner.

As required by the Texas Internal Auditing Act and codified by Texas Government Code Chapter 2102, internal auditing assists agency administrators and governing boards by furnishing independent analyses, appraisals, and recommendations about the adequacy and effectiveness of a state agency's systems of internal control, policies and procedures, and the quality of performance in carrying out assigned responsibilities. Internal auditing is defined as an independent, objective assurance and consulting activity designed to add value and improve an organization's operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes. To this end, the THECB internal audit program serves not only to audit THECB internal operations; it also coordinates efforts with the THECB Compliance Monitoring function to provide oversight of external programs at institutions of higher education.

THECB Compliance Monitoring performs (1) audits of data integrity of formula funding and other information provided by institutions of higher education; and (2) audits of institutions of higher education compliance with student financial aid and academic grant requirements for programs administered by the THECB.

**Texas Higher Education Coordinating Board
Internal Audit Charter
January 2018**

A. Purpose and Mission

The purpose of Texas Higher Education Coordinating Board's (hereinafter THECB) internal audit department is to provide independent, objective assurance and consulting services designed to add value and improve THECB's operations. The mission of internal audit is to enhance and protect organizational value by providing risk-based and objective assurance, advice, and insight. The internal audit department helps THECB accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of governance, risk management, and control processes.

B. Standards for the Professional Practice of Internal Auditing

The internal audit department will govern itself by adherence to the Texas Internal Auditing Act, Government Auditing Standards promulgated by the Government Accountability Office (GAO), and the mandatory elements of The Institute of Internal Auditors' International Professional Practices Framework, including the Core Principles for the Professional Practice of Internal Auditing, the Code of Ethics, the International Standards for the Professional Practice of Internal Auditing, and the Definition of Internal Auditing. The Director, Internal Audit and Compliance will report periodically to senior management and the Board of THECB (hereinafter Board) regarding the internal audit department's conformance to the Code of Ethics and the Standards.

C. Authority

The Director, Internal Audit and Compliance will report functionally to the Board and administratively (i.e., day-to-day operations) to the chief executive officer (Commissioner of Higher Education). To establish, maintain, and assure that THECB's internal audit department has sufficient authority to fulfill its duties, the Board will:

- Approve the internal audit department's charter.
- Approve the risk-based internal audit plan.
- Approve the internal audit department's budget and resource plan.
- Receive communications from the Director, Internal Audit and Compliance on the internal audit department's performance relative to its plan and other matters.
- Approve decisions regarding the appointment and removal of the Director, Internal Audit and Compliance.
- Approve the remuneration of the Director, Internal Audit and Compliance.
- Make appropriate inquiries of management and the Director, Internal Audit and Compliance to determine whether there is inappropriate scope or resource limitations.

The Director, Internal Audit and Compliance will communicate and interact directly with the Board, including in executive sessions and between Board meetings as appropriate.

The Board authorizes the internal audit department to:

- Have full, free, and unrestricted access to all functions, records, property, and personnel pertinent to carrying out any engagement, subject to accountability for confidentiality and safeguarding of records and information.
- Allocate resources, set frequencies, select subjects, determine scopes of work, apply techniques required to accomplish audit objectives, and issue reports.
- Obtain assistance from the necessary personnel of THECB, as well as other specialized services from within or outside THECB, in order to complete the engagement.

D. Independence and Objectivity

The Director, Internal Audit and Compliance will ensure that the internal audit department remains free from all conditions that threaten the ability of internal auditors to carry out their responsibilities in an unbiased manner, including matters of audit selection, scope, procedures, frequency, timing, and report content. If the Director, Internal Audit and Compliance determines that independence or objectivity may be impaired in fact or appearance, the details of impairment will be disclosed to appropriate parties.

Internal auditors will maintain an unbiased mental attitude that allows them to perform engagements objectively and in such a manner that they believe in their work product, that no quality compromises are made, and that they do not subordinate their judgment on audit matters to others.

Internal auditors will have no direct operational responsibility or authority over any of the activities audited. Accordingly, internal auditors will not implement internal controls, develop procedures, install systems, prepare records, or engage in any other activity that may impair their judgment, including:

- Assessing specific operations for which they had responsibility within the previous year.
- Performing any operational duties for THECB.
- Initiating or approving transactions external to the internal audit department.
- Directing the activities of any THECB employee not employed by the internal audit department, except to the extent that such employees have been appropriately assigned to auditing teams or to otherwise assist internal auditors.

Where the Director, Internal Audit and Compliance has or is expected to have roles and/or responsibilities that fall outside of internal auditing, safeguards will be established to limit impairments to independence or objectivity.

Internal auditors will:

- Disclose any impairment of independence or objectivity, in fact or appearance, to appropriate parties.
- Exhibit professional objectivity in gathering, evaluating, and communicating information about the activity or process being examined.

- Make balanced assessments of all available and relevant facts and circumstances.
- Take necessary precautions to avoid being unduly influenced by their own interests or by others in forming judgments.

The Director, Internal Audit and Compliance will confirm to the Board, at least annually, the organizational independence of the internal audit department.

The Director, Internal Audit and Compliance will disclose to the Board any interference and related implications in determining the scope of internal auditing, performing work, and/or communicating results.

E. Scope of Internal Audit Activities

The scope of internal audit activities encompasses, but is not limited to, objective examinations of evidence for the purpose of providing independent assessments to the Board, management, and outside parties on the adequacy and effectiveness of governance, risk management, and control processes for THECB. Internal audit assessments include evaluating whether:

- Risks relating to the achievement of THECB's strategic objectives are appropriately identified and managed.
- The actions of THECB's officers, directors, employees, and contractors are in compliance with THECB's policies, procedures, and applicable laws, regulations, and governance standards.
- The results of operations or programs are consistent with established goals and objectives.
- Operations or programs are being carried out effectively and efficiently.
- Established processes and systems enable compliance with the policies, procedures, laws, and regulations that could significantly impact THECB.
- Information and the means used to identify, measure, analyze, classify, and report such information are reliable and have integrity.
- Resources and assets are acquired economically, used efficiently, and protected adequately.

The Director, Internal Audit and Compliance will report periodically to senior management and the Board regarding:

- The internal audit department's purpose, authority, and responsibility.
- The internal audit department's plan and performance relative to its plan.
- The internal audit department's conformance with The IIA's Code of Ethics and Standards, and action plans to address any significant conformance issues.
- Significant risk exposures and control issues, including fraud risks, governance issues, and other matters requiring the attention of, or requested by, the Board.
- Results of audit engagements or other activities.
- Resource requirements.
- Any response to risk by management that may be unacceptable to THECB.

The Director, Internal Audit and Compliance also coordinates activities, where possible, and considers relying upon the work of other internal and external assurance and consulting service providers as needed. The internal audit department may perform advisory and related client

service activities, the nature and scope of which will be agreed with the client, provided the internal audit department does not assume management responsibility.

Opportunities for improving the efficiency of governance, risk management, and control processes may be identified during engagements. These opportunities will be communicated to the appropriate level of management.

F. Responsibility

The Director, Internal Audit and Compliance has the responsibility to:

- Submit, at least annually, to senior management and the Board a risk-based internal audit plan for review and approval.
- Communicate to senior management and the Board the impact of resource limitations on the internal audit plan.
- Review and adjust the internal audit plan, as necessary, in response to changes in THECB's business, risks, operations, programs, systems, and controls.
- Communicate to senior management and the Board any significant interim changes to the internal audit plan.
- Ensure each engagement of the internal audit plan is executed, including the establishment of objectives and scope, the assignment of appropriate and adequately supervised resources, the documentation of work programs and testing results, and the communication of engagement results with applicable conclusions and recommendations to appropriate parties.
- Follow up on engagement findings and corrective actions, and report periodically to senior management and the Board any corrective actions not effectively implemented.
- Ensure the principles of integrity, objectivity, confidentiality, and competency are applied and upheld.
- Ensure the internal audit department collectively possesses or obtains the knowledge, skills, and other competencies needed to meet the requirements of the internal audit charter.
- Ensure trends and emerging issues that could impact THECB are considered and communicated to senior management and the Board as appropriate.
- Ensure emerging trends and successful practices in internal auditing are considered.
- Establish and ensure adherence to policies and procedures designed to guide the internal audit department.
- Ensure adherence to THECB's relevant policies and procedures, unless such policies and procedures conflict with the internal audit charter. Any such conflicts will be resolved or otherwise communicated to senior management and the Board.
- Ensure conformance of the internal audit department with the Standards, with the following qualifications:
 - o If the internal audit department is prohibited by law or regulation from conformance with certain parts of the Standards, the Director, Internal Audit and Compliance will ensure appropriate disclosures and will ensure conformance with all other parts of the Standards.
 - o If the Standards are used in conjunction with requirements issued by other authoritative bodies, the Director, Internal Audit and Compliance will ensure that the internal audit department conforms with the Standards, even if the internal

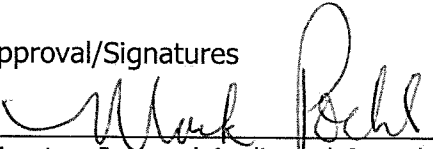
audit department also conforms with the more restrictive requirements of other authoritative bodies.

G. Quality Assurance and Improvement Program

The internal audit department will maintain a quality assurance and improvement program that covers all aspects of the internal audit department. The program will include an evaluation of the internal audit department's conformance with the Standards and an evaluation of whether internal auditors apply The IIA's Code of Ethics. The program will also assess the efficiency and effectiveness of the internal audit department and identify opportunities for improvement.

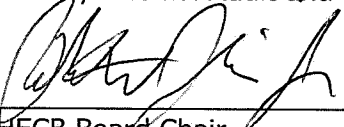
The Director, Internal Audit and Compliance will communicate to senior management and the Board on the internal audit department's quality assurance and improvement program, including results of internal assessments (both ongoing and periodic) and external assessments conducted at least once every three years by a qualified, independent assessor or assessment team from outside THECB.

Approval/Signatures



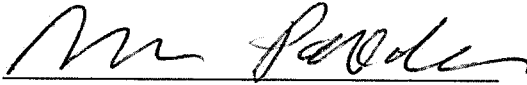
Director, Internal Audit and Compliance

1/28/18
Date



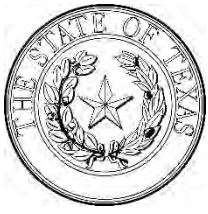
THECB Board Chair

1/28/18
Date



Chief Executive Officer
(Commissioner of Higher Education)

2-2-18
Date



TEXAS HIGHER EDUCATION COORDINATING BOARD

P.O. Box 12788 Austin, Texas 78711

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Web site:
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May 26, 2021

Dr. Harrison Keller
Commissioner of Higher Education
1200 E. Anderson Lane
Austin, TX 78752

Dear Dr. Keller,

I am attaching the final report of *An Audit of Formula Funding-Health Related Institutions at the Texas Higher Education Coordinating Board*, Report No. THECB-IA-WP-21-233. This report will be presented at the July 2021 Agency Operations Committee meeting.

The issues presented in this report resulted in a Category 2 Report Rating. These reports contain some observations. While the noted observations require management attention, if addressed timely they do not pose a significant risk for negative reputational or financial consequences.

If you have any questions or comments, please let me know.

Sincerely,

A handwritten signature in black ink that reads "Mark A. Poehl". The signature is written in a cursive style with a large, stylized "M" and "P".

Mark A. Poehl, CPA, CIA, CISA, CFE
Assistant Commissioner, Internal Audit and Compliance

EXECUTIVE SUMMARY

The administration of the Formula Funding-Health Related Institutions (FF-HRI) program is generally effective. Formula funding calculations are accurate and properly documented, however, issues that warrant attention for better administration of the program include:

1. Agency practices do not comply with the requirements of Texas Education Code regarding notification of formula funding recommendations.
2. The master spreadsheet containing important health-related institution formula funding information is not maintained in an accessible location to promote data integrity and business continuity.
3. Written procedures for health-related formula funding processes require improvement.

Audit Objective, Scope and Methodologies

Our audit objective was to review the internal administrative activities associated with the health-related institutions formula funding processes. Our audit scope focused on current processes. Our audit included reviewing relevant statutes, rules and agency policies and procedures, manuals and documentation related to the audit area, and performing various testing to address the audit objectives. We also interviewed appropriate agency staff.

We conducted this audit in conformance with the International Standards for the Professional Practice of Internal Auditing. Additionally, we conducted this performance audit in accordance with Generally Accepted Government Auditing Standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives. We further acknowledge that, as internal auditors, we are independent according to the requirements specified in Government Auditing Standards.

Background

An audit of FF-HRI program was included on the 2021 Internal Audit Plan. Texas Education Code, Section 61.059, Appropriations, gives statutory authority to finance a system of higher education and to secure an equitable distribution of state funds deemed to be available for higher education. Funding for FF-HRI program has steadily increased as represented in the following table.

Appropriation Year	Funding
2020-2021	\$2,518,708,720
2018-2019	\$1,927,940,924
2016-2017	\$1,904,086,282
2014-2015	\$1,756,855,106

Pursuant to Texas Education Code, Sections 61.059(b-b-1), Formula Advisory Committee (FAC), such as, the advisory committee for FF-HRI, provide advice and recommendations regarding a set of formulas that provide appropriate funding levels and financial incentives necessary to best achieve the goals of the state's higher education plan. THECB is mandated to present formula funding recommendations to the Legislative Budget Board on June 1 of even years. In August of odd years, institutional representatives meet to answer the Commissioner's charges relating to formula funding in preparation for the CB's recommendation to the Legislative Budget Board. This FF-HRI advisory committee is established for each upcoming biennium with institutional representatives for Health-Related Institutions.

Detailed Observation, Recommendation, and Management Response

1. Agency practices do not comply with the requirements of Texas Education Code regarding notification of formula funding recommendations.

Agency practices do not comply with the requirements of Texas Education Code regarding notification of formula funding recommendations.

Texas Education Code (TEC) Section 61.059(d) requires that the Coordinating Board notify the governing boards of institutions of higher education of the formulas designated by the board to be used by the institutions in making appropriation requests for the next biennium. These notifications had not been made because of interpretation differences between the statute and appropriations rider.

The agency also did not certify to the governor and the Legislative Budget Board that each institution had prepared its appropriation request in accordance with the designated formulas and in accordance with the uniform system of reporting provided in TEC, Chapter 61-Texas Higher Education Coordinating Board.

Texas Education Code-61.059 (d)-Not later than June 1 of every even-numbered calendar year, the board shall notify the governing boards and the chief administrative officers of the respective institutions of higher education and university systems, the governor, and the Legislative Budget Board of the formulas designated by the board to be used by the institutions in making appropriation requests for the next succeeding biennium and shall certify to the governor and the Legislative Budget Board that each institution has prepared its appropriation request in accordance with the designated formulas and in accordance with the uniform system of reporting provided in this chapter.

Texas Education Code-61.003 (9)- "Governing board" means the body charged with policy direction of any public technical institute, public junior college, public senior college or university, medical or dental unit, or other agency of higher education, including but not limited to boards of directors, boards of regents, boards of trustees, and independent school district boards insofar as they are charged with policy direction of a public junior college.

Non-compliance with statutory notification and certification requirements reduces the effectiveness of the Coordinating Board's communication with stakeholders regarding important formula funding information.

Recommendations:

1. No later than June 1 of every even-numbered calendar year, notify the governing boards of the formulas designated by the board to be used by the

institutions in making appropriation requests for the next succeeding biennium.

2. Certify to the governor and the Legislative Budget Board that each institution has prepared its appropriation request in accordance with the designated formulas and in accordance with the uniform system of reporting.

Management Response:

Governing boards will be added to the distribution list of the formula funding recommendations when it is sent by the Commissioner of Higher Education in each even-numbered year.

Institutions of higher education are directed by the Legislative Budget Board and Governor's Office to not request formula funding in their legislative appropriations request. However, Coordinating Board staff direct institutions to prepare and report data to the Educational Data Center each semester. This data is provided to the Legislative Budget Board in November of each even-numbered year as the basis for the formula funding provided through the appropriations act. This data is certified by the institutions. When data is provided in November, the Coordinating Board staff have available certified Spring and Summer data, and error-free Fall data.

In order to comply with statute and based on the use of this certified and error-free data, the memo provided to the Legislative Budget Board in November of each even-numbered year will be amended to include a statement certifying that each institution has prepared its data in accordance with the designated formulas and in accordance with the uniform system of reporting.

Implementation Date:

Fiscal year 2022 during the next cycle of correspondence on formula funding

Responsible Party (ies):

Emily Cormier, Assistant Commissioner for Funding

2. The master spreadsheet containing important health-related institution formula funding information is not maintained in an accessible location to promote data integrity and business continuity.

The master spreadsheet containing important health-related institution formula funding information is not maintained in an accessible location to promote data integrity and business continuity. The spreadsheet is kept on the Program Lead's personal drive until it is finalized, and moved to a shared drive location.

While on the personal drive, the document is not readily accessible to others on short notice. Storage on the shared drive location accessible to an appropriate number of users would strengthen controls. Consideration of password protection of important documents may provide additional control where warranted.

Recommendations:

1. Keep business data in an appropriately accessible location, such as a shared drive with access defined based on business necessity.
2. Consider additional strengthening of information security and data integrity controls through password protection of documents that contain important information.

Management Response:

Per this finding, versions of the spreadsheet will be maintained on both the personal drive and the shared drive from initial development through the final product. The spreadsheet on the shared drive will be updated at least by close of business on Mondays from the initial development through final distribution of the file and the file will include the last date it was updated. Additionally, a request has been made of information resources for the shared drive folder to be limited to those individuals on the Funding and Resource Planning team, administrative staff, the Assistant Commissioner, and Deputy Commissioner. This will ensure appropriate data integrity while allowing necessary access on short notice.

Implementation Date:

July 15, 2021

Responsible Party (ies):

- Ed Buchanan, Manager, Funding
- Emily Cormier, Assistant Commissioner for Funding

3. Written procedures for health-related formula funding processes require improvement.

Written procedures for health-related formula funding processes require improvement. The current procedure document is not comprehensive. Procedures should be more descriptive of the daily operations of the program. Comprehensive procedures should include:

- detail for each step of the process,
- timelines for each step,
- staff responsible for accomplishing the processes,
- definition of the formulas to be calculated with references to relevant statutory authority,
- data sources used to calculate the formulas,
- communication methodologies, timelines, and requirements,
- reports received from external/internal parties and/or provided to the external/internal parties, and
- review and monitoring processes to evidence quality controls.

Complex processes like formula funding should be evidenced by strong review processes and are an important factor in promoting business continuity. Current processes are not supported by written procedures and evidence addressing how, when, and by whom measures were verified for computational accuracy and statutory compliance.

Recommendations:

Expand written procedures governing FF-HRI administration processes. Ensure the written procedures are routinely updated, address review processes, and serve as a resource to promote business continuity.

Management Response:

The procedure file for the HRI Formula Funding is in the process of a review and update to ensure all recommended information is included. These procedures will

be reviewed after each formula funding cycle to ensure they are routinely updated.

Implementation Date:

July 15, 2021

Responsible Party (ies):

- Ed Buchanan, Manager, Funding
- Emily Cormier, Assistant Commissioner for Funding

PERFORMED BY:

Ms. Apola Ahmed, CPA, CFE, CITP, CGMA, CICA, Certified Cybersecurity Professionals, Internal Audit Lead

CC:

THECB**Board Members****Commissioner's Office**

Mr. Rey Rodriguez, Deputy Commissioner and Chief of Staff
Ms. Nichole Bunker-Henderson, General Counsel

Data Analytics and Innovation

Ms. Lori Fey, Deputy Commissioner
Ms. Emily Cormier, Assistant Commissioner for Funding
Mr. Ed Buchanan, Manager, Funding

STATUTORY DISTRIBUTION REQUIREMENT

Governor's Office - Budget and Policy Division
Ms. Sarah Hicks, Director

State Auditor's Office
Internal Audit Coordinator

Legislative Budget Board
Mr. Christopher Mattson, Manager

Sunset Advisory Commission
Ms. Jennifer Jones, Executive Director



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April 29, 2021

Dr. Hector Gonzales, President
Southwest Texas Junior College
2401 Garner Field Road
Uvalde, TX 78801

RE: Desk Review of Formula Funding at Southwest Texas Junior College

Dear Dr. Gonzales,

I am attaching the final report for *A Compliance Monitoring Desk Review of Formula Funding at Southwest Texas Junior College*, Report No. THECB-CM-FF-21-010. There was one finding related to information technology controls resulting from this engagement. Management's response has been incorporated into the final report.

Summary

Information security controls over student enrollment information at Southwest Texas Junior College require improvement. Audit trails over key enrollment data such as class meeting days and times must be established to ensure the reliability and integrity of data used for formula funding decision making purposes. Therefore, our original review objectives, including a determination of the accuracy of contact hours reported by Southwest Texas Junior College, were unable to be met. We believe the evidence obtained provides a reasonable basis for the reportable observations and recommendations, if any, based on the desk review objectives.

A follow up will be performed to evaluate Southwest Texas Junior College's information security controls. This will serve as a basis for future base period assessments of the accuracy of contact hours reported for formula funding purposes.

This Compliance Monitoring report will be presented to the Texas Higher Education Coordinating Board (THECB) Committee on Agency Operations, a standing committee of the THECB Board, in July 2021.

The cooperation of your staff during this review is greatly appreciated. If you have any questions or comments, please let me know.

Sincerely,

A handwritten signature in black ink that reads "Mark A. Poehl".

Mark A. Poehl, CPA, CIA, CISA, CFE
Assistant Commissioner, Internal Audit and Compliance

Detailed Observation, Recommendation and Management's Response

1. Information technology processes and controls over student information system enrollment data should be strengthened.

Information technology processes and controls over student information system enrollment data should be strengthened. Although Southwest Texas Junior College has policies and procedures in place to limit access to information systems, the student information system does not provide audit logs or change history for critical formula funding data, including:

- Credit hours
- Lab hours
- Lab contact hours
- Instruction mode
- Meeting times
- Lecture hours
- Lecture contact hours
- Type of instruction
- Meeting days
- Instructor of record

Audit logs provide documentary evidence to track a sequence of events, and the ability to monitor unauthorized system use or unusual activity. Without audit logs, maintaining the integrity of system information, and ensuring the reliability of data is limited.

Family Educational Rights and Privacy Act (FERPA) Title 34, Code of Federal Regulations, Subtitle A, Part 99, Subpart D, Section 99.31 [34 CFR 99.31(a)(1)(ii)] requires that "An educational agency or institution must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests." Security standards (Texas Administrative Code Title 1, Part 10, Chapter 202) established by the Department of Information Resources (DIR) for institutions of higher education are becoming a phased – in requirement for Community Colleges and provide a comprehensive basis for strengthening information security.

Recommendation:

Capture and retain student information system audit logs or change history for the critical data used for formula funding.

Management Response:

Southwest Texas Junior College utilizes Ellucian Colleague as its student management system. Colleague does include transaction logging capabilities. A limited amount of transactional data was available for the time period requested during the desk review, however, these transactions were confined to Personal Identifiable Information, i.e. social security number, date of birth and gender. SWTJC was unable to produce audit logs or change history for critical formula

funding data.

On February, 22, 2021, Southwest Texas Junior College staff met with an Ellucian Colleague representative regarding the setup and implementation necessary to capture transactional data. Although this process does not allow SWTJC to audit retroactively, as of 2/22/2021, transactional data related to formula funding is now being captured.

Further, supported by the Family Educational Rights and Privacy Act (FERPA) Title 34, Code of Federal Regulations, Subtitle A, Part 99, Subpart D, Section 99.31 [34 CFR 99.31(a)(1)(ii)] and Texas Administrative Code Title 1, Part 10, Chapter 202, an internal committee of Administrators and staff, who encompass multiple departments across the college has been formed. This committee will continue the work towards maintaining the integrity of system information, and ensuring the reliability of data. Additionally, SWTJC has hired a programmer to develop a report based upon the spreadsheet provided by Elizabeth Steele, Compliance Specialist, Texas Higher Education Coordinating Board. This report will guide internal audits of Southwest Texas Junior College student management system data.

A new Chief of Staff to the President position has been created. Their role has incorporated internal audit components, including the responsibility for this type of review and report. This procedure and corrective action will be in place by December 31, 2021.

PERFORMED BY:

Ms. Elizabeth Steele, Compliance Specialist

CC:

THECB

Board Members

Commissioner's Office

Dr. Harrison Keller, Commissioner of Higher Education

Mr. Rey Rodriguez, Deputy Commissioner and Chief of Staff

Ms. Lori Fey, Deputy Commissioner, Data Analytics and Innovation

Mr. Ray Martinez, Deputy Commissioner, Academic Affairs and Workforce Education

Ms. Nichole Bunker-Henderson, General Counsel

Data Analytics and Innovation

Dr. Julie Eklund, Assistant Commissioner, Strategic Planning

Ms. Emily Cormier, Assistant Commissioner, Funding

Southwest Texas Junior College

Mr. Rodolfo R. Flores, President, Board of Trustees

Dr. Renee T. Zimmerman, Director of Institutional Effectiveness

Ms. Margot H. Mata, Vice President of Student Services/Title IX Coordinator

Ms. Ann Tarski, Vice President of Finance

Ms. Denise Oden, Co-Director of Information Technology

Texas Association of Community Colleges

Mr. Jacob Fraire, President

State Auditor's Office

Internal Audit Coordinator

Sunset Advisory Commission

Ms. Jennifer Jones, Director

Office of the Governor-Budget and Policy Division

Ms. Sarah Hicks, Director of Budget and Policy

Legislative Budget Board

Mr. Christopher Mattsson, Assistant Director

Rey Rodriguez
Deputy Commissioner and Chief of Staff

Rey Rodriguez is the Deputy Commissioner and Chief of Staff at the Texas Higher Education Coordinating Board, where he serves as a member of the agency's Executive Leadership Team. Rey is responsible for the strategic management of the agency's operations, and provides comprehensive oversight for external relations, policy, financial services, human resources, and information technology services.

Rey has 25 years of experience in government relations, public policy, planning and program development in local, regional, state and federal government in areas including higher education, health and social policy and housing and urban development.

Prior to joining the Coordinating Board in 2020, he spent 19 years with the University of North Texas System as the Associate Vice Chancellor for Government Relations and Policy Operations. In this role he was responsible for successfully developing policy, legislative and other priorities, and engaging and navigating diverse stakeholders, including students, faculty, administration, elected officials and community leaders in achieving success. He has chaired multiple executive search committees, developed numerous programs and initiatives from inception, and resolved select projects or areas requiring change.

Rey has also served as special advisor to the Commissioner of the Social Security Administration, professional staff for a member of Congress and the United States House Committee on Ways and Means, and Legislative Director of the Mexican American Legislative Caucus in the Texas House of Representatives.

Rey received his bachelor's degree from Texas A&M University and his master's degree from the LBJ School of Public Affairs at the University of Texas. He is an alumnus of Leadership Austin and the Harvard Kennedy School Executive Leadership in State and Local Government.

Office of Deputy Commissioner and Chief of Staff

The Deputy Commissioner and Chief of Staff is responsible for the overall management of the agency's operations and communications and oversees the following divisions and departments:

- Deputy Chief of Staff – works closely with the Deputy Commissioner and Chief of Staff to provide senior-level support and guidance toward effective and efficient agency operations and to advance strategic priorities; responsibilities include oversight of External Relations and Strategic Finance Policy, which interface with the legislative and executive branches of state and federal government, coordinate the agency's legislative and budget priorities, and provide research and analyses on state financial policy matters and Tri-Agency workforce goals.
- Communications - provides strategic marketing and communications planning and execution for external and internal audiences to support the design, promotion, and implementation of agency-wide programs, products, and initiatives to ensure clear alignment with the Coordinating Board's brand and audience needs.
- Financial Services – provides administrative support in the areas of business services such as budgeting, accounting, funds disbursement, financial reporting, payroll processing, property inventory; building and facilities services; and the administration of state and federal student financial aid, including a \$1.5 billion student loan portfolio.
- Human Resources – provides human resources support including employment processes and selection procedures; management of the agency's classification and compensation system; employee performance and evaluations system; compliance with equal employment, Fair Labor Standards Act, and other relevant state and federal laws; and employee relations, benefits and training.
- Information Solutions and Services – provides technology support and resources including application development and support; IT technology infrastructure support (equipment and software); IT security monitoring and management; and coordination with the Department of Information Resources and the state's Data Center Services.
- Policy – provides advanced research and analyses on policy issues impacting local, state, national, and international higher education policy matters and innovations; oversees initiatives, projects, and activities across the agency to monitor and advance agency priorities and state higher education goals.

- Privacy Officer – is responsible for coordinating the review and monitoring of controls over confidential and sensitive data to prevent unauthorized disclosure; developing, implementing, and maintaining policies, procedures, and compliance; making recommendations to securely implement new IT programs and services; investigating and tracking of incidents and breaches; and ensuring compliance with federal and state laws.

The Deputy Commissioner and Chief of Staff reports directly to the Commissioner of Higher Education and serves as a member of the agency's Executive leadership team. Duties assigned to the Deputy Commissioner and Chief of Staff include the following:

- Responsible for leading effective and efficient agency operations and strategic oversight for the deputy chief of staff, external relations, financial services, human resources, information technology services, policy operations and strategic finance policy.
- Coordinates agency leaders, functional areas, and initiatives towards fulfilling the agency mission as the senior member of the executive leadership team.
- Serves as the chief liaison on operational and strategic matters pertaining to specific areas of agency interest, including with the Governor's and legislative offices on matters pertaining to agency operations and budget priorities.
- Oversees the development and submission of the agency's Legislative Appropriations Request (LAR) in consultation with executive officers and in alignment with the agency's strategic priorities.
- Promotes THECB's strategic priorities; engages and secures input and support from key internal and external stakeholders for successful execution of the agency's priorities.
- Oversees the development and implementation of the agency's operating budget, while ensuring compliance with state and administrative policies, procedures and regulations.
- Oversees the agency's risk management policy to ensure internal controls provide reasonable assurance agency operations are effective and efficient, assets are safeguarded, financial information is timely, accurate and reliable and that the agency complies with applicable laws, regulations, policies and procedures.
- Builds and maintains strong, lasting, and mutually respectful internal and external relationships while fostering a culture of collaboration, innovation and excellence.

Liz Bolin
Deputy Chief of Staff

Liz Bolin is the Deputy Chief of Staff at the Texas Higher Education Coordinating Board. She works closely with the Deputy Commissioner and Chief of Staff to provide senior-level support and guidance toward effective and efficient agency operations and to advance strategic priorities.

Prior to joining the Coordinating Board in February 2020, Liz spent 15 years with the University of North Texas System, where she served as Director of Policy and Planning and was responsible for advancing higher education policy analysis and representing system and campus interests with the federal government, Texas Legislature, and state agencies.

Marjorie Barrett
Assistant Commissioner for Communications

Marjorie Barrett joined the Texas Higher Education Coordinating Board in October 2020 as the Assistant Commissioner for Communications.

In her role, Marjorie leads a team that partners with other divisions across the agency to provide strategic marketing, communications, and product planning and execution for external and internal audiences. These efforts support the design, development, promotion, and implementation of agency-wide programs, products, and initiatives to ensure clear alignment with the Coordinating Board's brand and audience needs.

The Communications Division serves as a full-capacity internal communications and product management agency within the Coordinating Board, offering a wide array of services including design support, writing, editing, communications strategy and public relations, executive communications, social media management, speech writing and presentations, media relations, product strategy, UI/UX design, stakeholder engagement, product testing and management, and more.

Prior to joining the Coordinating Board, Marjorie served as Director of Communications and Marketing for Pedernales Electric Cooperative where she led a team in creating and executing strategic communications and marketing initiatives for the largest electric cooperative in the country. Marjorie previously served as Director of Integrated Communications at The University of Texas at Austin, and she has also held several other leadership roles with UT, including within the School of Law and the Office of the President.

A native Iowan (and proud Iowa State Cyclone), Marjorie has enjoyed the past 12 and a half years in Texas where she met her husband and together, they have a daughter.

Communications

Objective: The Communications Division at the Texas Higher Education Coordinating Board partners with other divisions across the agency to provide strategic marketing, communications, and product planning and execution for external and internal audiences. These efforts support the design, development, promotion, and implementation of agency-wide programs, products, and initiatives to ensure clear alignment with the Coordinating Board's brand and audience needs.

The Communications Division serves as a full-capacity internal communications and product management agency within the Coordinating Board, offering a wide array of services:

- Brand and sub-brand management and fidelity
- Audience and other marketing research and analysis
- Internal design consultation to support division colleagues as well as external vendor partners
- Content development and copyediting for various applications, including websites, reports, social media, printed collateral, mass email communication, press releases, etc.
- Maintaining agency style guides (branding style guide, editorial style guide, business templates)
- Digital product and website consultation and management
- Social and other digital media management and campaign development
- Product and programmatic marketing strategy and execution
- Speech writing and presentations
- Media relations and outreach
- Communications and marketing strategies
- Product strategy and roadmaps
- Organizational and technical research, gathering objectives, requirements, and constraints to inform product decisions
- User experience design, including research, wireframes, user flows, prototypes, and usability testing
- Design system and pattern library development and management
- Product delivery prioritization and collaboration with development teams
- QA, Alpha, and Beta testing
- Product analytics and KPI reporting
- Product and customer support

Ken Martin
Assistant Commissioner for Financial Services/
Chief Financial Officer

Ken Martin has more than 25 years of leadership experience in corporate and government sectors. Ken currently serves as Assistant Commissioner for Financial Services and Chief Financial Officer at the Texas Higher Education Coordinating Board. Ken oversees Finance, Facilities, Student Financial Aid and a \$1.5 billion student loan program.

Prior to joining the Coordinating Board, Ken worked at Dell Technologies where he spent 10 years in various senior managerial roles in corporate finance. Ken has also worked for over 5 years in various finance roles at a subsidiary of Eli Lilly & Co. where he held various positions within the Finance department. Other previous roles include manager of Treasury Operations at a WesSav Mortgage and as a Supply Corps Officer in the U.S. Navy where he twice received the Navy Achievement Medal for exceptional performance.

Throughout his career, Ken realized the value of an education and is passionate about helping future students achieve their higher education goals.

Ken earned a Bachelor of Science degree in Accounting from California State University, Chico and a Masters of Business Administration (MBA) from the Keller Graduate School of Management at Arizona. He is also a graduate of the Harvard Kennedy School program for Executives in State and Local Governments and is a commercial pilot.

Finance Services Division

The Financial Services division includes Finance and Financial Aid Programs.

Finance

- Finance – Accounts Receivable, Accounts Payable, Payroll, Bond Administration, Accounting, Budgeting and Financial Reporting.
- The agency has an annual budget of \$1.9B.
- Facilities – Provide coordination and support for various facility functions within the agency, including the transition to the new capital complex that will occur in 2023.

Student Financial Aid Programs (see SFAP description for program details)

- Financial Aid Services – Administers various state funded financial aid programs. Provides institutional financial aid offices support in the administration of grants, scholarships, loans, and work-study programs.
- Borrower Services – Operates the College Access Student Loan and Texas Armed Services Scholarship programs. Servicing various active and inactive loan programs by supporting loan repayment and application services. Provides for the administration of various state funded student loan repayment assistance programs.

Office of Student Financial Aid Programs

The Office of Student Financial Aid Programs includes approximately 75 employees who are responsible for the administration of student financial aid programs for Texas students and service-oriented student loan repayment assistance programs. In addition to monitoring and disbursing program funds, staff provide information and assistance to institutional staff, students, parents, and other stakeholders. Staff also provide training via statewide and regional workshops for high school counselors, financial aid officers, admissions officers, and registrars. Included among these financial assistance programs are the following:

- The Toward EXcellence Access and Success (TEXAS) Grant, Texas Educational Opportunity Grant (TEOG), and Tuition Equalization Grant (TEG), serving students in the 4-year public, 2-year public, and private institutional sectors, respectively. These programs distribute over \$500 million to almost 125,000 students annually.
- Staff also handle a variety of smaller scholarship programs and respond to inquiries regarding numerous tuition exemption and waiver programs.
- The Hinson-Hazlewood College Student Loan (CAL) Program, which has a total loan portfolio in excess of \$1.3 billion. More than \$150 million in loans are disbursed to students through this program each year. The program is operated at no cost to taxpayers because it is funded through the sale of tax-exempt bonds and loan payments. This offers Texas students one of the lowest interest rates available nationally, for non-federal “alternative” student loans.
- Staff also handle a variety of smaller loan programs, including the Texas Armed Services Scholarship Program (TASSP), a forgivable loan serving roughly 800 participants. Several smaller inactive federal and state loan programs continue to be serviced, though no new loans are being originated in these programs.
- Six loan repayment assistance programs provide student loan repayment assistance to various workforce needed areas such as peace officers, educators and health care professionals. These cover workforce needs primarily in shortage areas.

Additionally, staff in Student Financial Aid Programs work with institutions in submitting and verifying financial aid data for students receiving state aid. These data are maintained in the state Financial Aid Database (FAD), allowing for preparation of the annual Financial Aid Report and for analysis of trends and the impact of financial aid programs in Texas.

Approved

Texas Higher Education Coordinating Board

FY22-23 Agency Operating Budget

8/6/2021



Texas Higher Education Coordinating Board
FY22-23 Agency Operating Budget

The information contained in this report has been reviewed and approved by:

Board of Directors: Thursday, July 22, 2021



07/29/2021

Signature

Date

Rey Rodriguez
Deputy Commissioner/
Chief of Staff



7-29-21

Signature

Date

Kenneth B. Martin
Assistant Commissioner for Financial Services/
Chief Financial Officer

Texas Higher Education Coordinating Board
FY22-23 Agency Operating Budget

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**Texas Higher Education Coordinating Board
Four Year Trend by Strategy
FY20-23**

		FY20 Actual	FY21 Budget	FY22 Budget	FY23 Budget
INITIATIVES BUDGET					
Strategy A.1.1	AGENCY OPERATIONS	19,037,165	21,592,534	23,052,185	23,981,475
Strategy A.1.2	STUDENT LOAN PROGRAMS	5,735,957	6,638,721	6,615,562	7,643,061
Strategy A.1.3	COLLEGE READINESS AND SUCCESS	5,980,153	6,484,003	5,719,219	5,720,280
Strategy A.1.4	TEXAS ONCOURSE PROGRAM	0	2,786,539	4,240,411	3,788,050
TOTAL INITIATIVES BUDGET		\$ 30,753,275	\$ 37,501,797	\$ 39,627,377	\$ 41,132,866
PROGRAM BUDGET					
Strategy B.1.1	TEXAS GRANT PROGRAM	423,277,322	394,951,996	433,292,738	433,292,738
Strategy B.1.2	TUITION EQUALIZATION GRANTS	87,095,459	80,651,632	89,305,147	89,305,146
Strategy B.1.3	TEOG PUBLIC COMMUNITY COLLEGES	39,380,665	42,687,804	44,236,459	44,236,458
Strategy B.1.4	TEOG PUB STATE/TECHNICAL COLLEGES	3,579,799	3,497,723	3,759,693	3,759,692
Strategy B.1.5	COLLEGE WORK STUDY PROGRAM	6,151,504	8,775,002	9,169,523	9,169,523
Strategy B.1.6	LICENSE PLATE SCHOLARSHIPS - 0802	96,461	247,400	247,400	247,400
Strategy B.1.7	EDUCATIONAL AID PROGRAM	189,535	260,000	481,616	481,616
Strategy B.1.8	TEXAS ARMED SERVICES SCHLRSHIP PGM	2,745,276	3,420,000	3,335,000	3,335,000
Strategy B.1.9	OPEN EDUCATIONAL RESOURCES	144,740	196,024	231,025	231,024
Strategy B.1.10	STUDENT FINANCIAL AID	-	-	55,000,000	55,000,000
Strategy C.1.1	CAREER / TECHNICAL EDU PGMS - 84.048	31,745,810	34,085,854	36,245,539	35,891,730
Strategy C.1.2	BILINGUAL EDUCATION PROGRAM	489,383	550,000	731,250	731,250
Strategy C.1.3	EDUCATIONAL LOAN REPAYMENT	20,376,173	19,217,147	21,889,063	21,889,063
Strategy D.1.1	FAMILY PRACTICE RESIDENCY PROGRAM	4,947,484	5,000,000	4,750,000	4,750,000
Strategy D.1.2	PRECEPTORSHIP PROGRAM	1,400,000	1,400,000	1,425,000	1,425,000
Strategy D.1.3	GME EXPANSION	66,785,964	75,320,327	99,525,000	99,525,000
Strategy D.1.4	TRAUMA CARE PROGRAM	2,061,250	1,861,250	1,957,203	1,957,203
Strategy D.1.5	JOINT ADMISSION MEDICAL PROGRAM	10,206,794	-	9,696,794	-
Strategy D.1.6	PROF NURSING SHORTAGE REDUCATION PGM	9,740,023	8,790,572	9,440,024	9,440,024
Strategy D.1.10	CHILD MENTAL HEALTH CARE CONSORTIUM	3,224,978	49,500,000	59,254,136	59,254,136
Strategy E.1.1	BAYLOR COLLEGE OF MEDICINE - UGME	19,553,254	36,490,669	39,613,434	39,814,866
Strategy E.1.2	BAYLOR COLLEGE OF MEDICINE - GME	8,596,623	8,076,623	8,423,496	8,423,496
Strategy E.1.3	BAYLOR C.O.M. TOB PERM ENDOW - 0823	1,562,339	1,425,000	1,425,000	1,425,000
Strategy E.1.4	BAYLOR C.O.M. PERM HEALTH FND - 0810	1,852,147	1,914,193	1,914,193	1,914,193
Strategy F.1.1	EARNINGS - MINORITY HEALTH - 0825	1,637,999	1,066,551	1,066,551	1,066,551
Strategy F.1.2	EARNINGS - NURSING/ALLIED HEALTH - 0824	-	1,883,810	1,883,810	1,883,810
Strategy G.1.1	TEXAS RESEARCH INCENTIVE PROGRAM	17,500,000	17,500,000	16,625,000	16,625,000
Strategy G.1.2	AUTISM PROGRAM	3,900,000	3,705,000	3,705,000	3,705,000
TOTAL TRUSPROGRAM BUDGET		768,240,982	802,474,577	958,629,094	948,779,919
TOTAL (Initiatives + Program)		798,994,257	\$ 839,976,374	\$ 998,256,471	\$ 989,912,785
				FY22 Budget	FY23 Budget
Community Colleges				939,933,596	935,601,548
Supplemental GAA, Art. IX 17.34 (N. Cent. Tx College)				2,500,000	2,500,000
				\$ 942,433,596	\$ 938,101,548

TEXAS HIGHER EDUCATION COORDINATING BOARD
Initiatives and Program Budget Detail
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Goal	Strategy	Salaries	Other Personnel Costs	Professional Fees & Services	Consumable Supplies & Utilities	Travel	Rent - Building	Rent - Machine & Other	Other Operating Expense	Grants	Capital Expenditures	Total Expenditure Budget	FTEs
A HIGHER EDUCATION SUPPORT													
PCA	Fund												
1.1	AGENCY OPERATIONS												
38003	0001	Agency Operations	14,149,373	254,357	1,629,169	180,226	161,417	1,730,915	66,825	1,643,904	-	-	19,816,186 158.88
44001	0001	Educational Resource Centers	113,400	-	-	15,629	4,000	-	-	49,154	-	-	182,183 1.50
13831	0001	Complete College America - DE MATH	-	6,665	-	-	-	-	-	-	-	-	6,665 0.00
13960	0001	Data Center Services (DCS)	-	-	2,441,151	-	-	-	-	-	-	-	2,441,151 0.00
37008	0001	IT Portfolio Modernization	-	-	260,000	-	-	-	-	-	-	-	260,000 0.00
37002	0001	Acquisition and Refresh	-	-	-	-	-	126,000	-	-	-	-	126,000 0.00
37006	0001	Cybersecurity DCS	-	-	-	-	-	95,000	-	-	-	-	95,000 0.00
37007	0001	Cybersecurity Initiatives	-	-	-	-	-	125,000	-	-	-	-	125,000 0.00
37004	0001	CAPPS Financial Implementation	-	-	-	-	-	-	-	-	-	-	- 0.00
		Total 1.1	\$ 14,262,773	\$ 261,022	\$ 4,330,320	\$ 195,855	\$ 165,417	\$ 1,730,915	\$ 412,825	\$ 1,693,058	\$ -	\$ -	\$ 23,052,185 160.38
1.2	STUDENT LOAN PROGRAMS												
13818	0001	Student Loan Administration	2,976,276	52,560	-	6,000	5,325	-	930,000	50,597	-	-	4,020,758 54.00
66031	5103	Student Loan Pgr - FD 5103	595,921	9,113	689,585	-	-	-	-	1,300,185	-	-	2,594,804 8.50
		Total 1.2	\$ 3,572,197	\$ 61,673	\$ 689,585	\$ 6,000	\$ 5,325	\$ -	\$ 930,000	\$ 1,350,782	\$ -	\$ -	\$ 6,615,562 62.50
1.3	COLLEGE READINESS AND SUCCESS												
30006	0001	Student Success	940,153	10,735	-	-	-	-	34,366	340,000	-	-	1,325,254 12.78
40018	0001	Apply Texas	-	-	811,000	-	-	-	-	-	-	-	811,000 0.00
40102	0001	TWC Advise TX IO	45,000	13,500	20,000	-	5,000	-	-	13,500	-	-	97,000 1.00
40106	0001	e TAFSA Development	-	-	261,625	-	-	-	-	-	-	-	261,625 0.00
30004	0001	Developmental Education	215,578	6,006	-	-	15,000	-	-	9,798	1,027,958	-	1,274,340 2.50
30003	0001	Advise TX	-	-	-	-	-	-	-	1,950,000	-	-	1,950,000 0.00
40101	0001	University of Virginia Texting	-	-	-	-	-	-	-	-	-	-	- 0.00
40104	0001	Virtual Advising CAC	-	-	-	-	-	-	-	-	-	-	- 0.00
		Total 1.3	\$ 1,200,731	\$ 30,241	\$ 1,092,625	\$ -	\$ 20,000	\$ -	\$ -	\$ 57,664	\$ 3,317,958	\$ -	\$ 5,719,219 16.28
1.4	40105	0001 TEXAS ONCOURSE PROGRAM	\$ 2,393,058	\$ 5,868	\$ 45,620	\$ 30,000	\$ 40,000	\$ -	\$ -	\$ 1,725,865	\$ -	\$ -	\$ 4,240,411 30.15
TOTAL HIGHER EDUCATION SUPPORT													
			\$ 21,428,759	\$ 358,804	\$ 6,158,150	\$ 231,855	\$ 230,742	\$ 1,730,915	\$ 1,342,825	\$ 4,827,369	\$ 3,317,958	\$ -	\$ 39,627,377 269.31
B AFFORDABILITY AND DEBT													
1.1	13099	0001 TEXAS GRANT PROGRAM	-	-	-	-	-	-	-	433,292,738	-	-	\$ 433,292,738 0.00
1.2	06105	0001 TUITION EQUALIZATION GRANT	-	-	-	-	-	-	-	89,305,147	-	-	\$ 89,305,147 0.00
1.3	36002	0001 TEOG PUB COMMUNITY COLLEGES	-	-	-	-	-	-	-	44,236,459	-	-	\$ 44,236,459 0.00
1.4	36003	0001 TEOG PUB STATE/TECHNICAL COLLEGES	-	-	-	-	-	-	-	3,759,693	-	-	\$ 3,759,693 0.00
1.5	COLLEGE WORKSTUDY PROGRAM												
22339		College Workstudy Program	-	-	-	-	-	-	-	9,169,523	-	-	\$ 9,169,523 0.00
22349		Work Study Mentorship Program	-	-	-	-	-	-	-	5,419,523	-	-	5,419,523
30007		Texas WORKS	-	-	-	-	-	-	-	2,750,000	-	-	2,750,000
1.6	LICENSE PLATE SCHOLARSHIPS												
66001		Tx Water Works - 4013	-	-	-	-	-	-	-	247,400	-	-	\$ 247,400 -
66002		College for Texans - 4001	-	-	-	-	-	-	-	2,200	-	-	2,200
66003		Collegiate Schlrshp License Plate - 4002	-	-	-	-	-	-	-	1,000	-	-	1,000
66004		Collegiate Crossover Lic Plate - 4003	-	-	-	-	-	-	-	-	-	-	-
66005		Houston Rodeo - 4004	-	-	-	-	-	-	-	34,000	-	-	34,000
66006		Cotton Boll - 4005	-	-	-	-	-	-	-	6,200	-	-	6,200
66007		Girl Scout - 4006	-	-	-	-	-	-	-	13,800	-	-	13,800
66008		Boy Scout - 4007	-	-	-	-	-	-	-	2,100	-	-	2,100
66009		LSU Alumni - 4008	-	-	-	-	-	-	-	6,700	-	-	6,700
66010		Univ of Florida - 4009	-	-	-	-	-	-	-	50,000	-	-	50,000
66011		MADD License Plate - 4010	-	-	-	-	-	-	-	33,800	-	-	33,800
66012		SMU Royalty License Plate - 4011	-	-	-	-	-	-	-	700	-	-	700
66013		Omega Psi Phi Fraternity L.P. - 4012	-	-	-	-	-	-	-	20,300	-	-	20,300
66014		Baylor University - 4014	-	-	-	-	-	-	-	11,000	-	-	11,000
66015		Univ of Mary Hardin Baylor - 4015	-	-	-	-	-	-	-	14,120	-	-	14,120
66016		Austin College - 4016	-	-	-	-	-	-	-	1,270	-	-	1,270
66017		Rice University - 4017	-	-	-	-	-	-	-	1,890	-	-	1,890
			-	-	-	-	-	-	-	9,730	-	-	9,730

TEXAS HIGHER EDUCATION COORDINATING BOARD
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				Other Personnel Costs	Professional Fees & Services	Consumable Supplies & Utilities	Travel	Rent - Building	Rent - Machine & Other	Other Operating Expense	Grants	Capital Expenditures	Total Expenditure Budget	FTEs
Goal		Strategy	Salaries											
	66018	Southern Methodist Univ - 4018	-	-	-	-	-	-	-	-	4,750	-	4,750	
	66019	Texas Christian Univ - 4019	-	-	-	-	-	-	-	-	7,560	-	7,560	
	66020	Lubbock Christian Univ - 4020	-	-	-	-	-	-	-	-	410	-	410	
	66021	St. Mary's University - 4021	-	-	-	-	-	-	-	-	1,570	-	1,570	
	66022	Southwestern University - 4022	-	-	-	-	-	-	-	-	810	-	810	
	66023	University of St. Thomas - 4023	-	-	-	-	-	-	-	-	890	-	890	
	66024	Univ of the Incarnate Word - 4024	-	-	-	-	-	-	-	-	-	-	-	
	66025	Houston Community College - 4025	-	-	-	-	-	-	-	-	4,600	-	4,600	
	66026	Baylor Bear Crossover LP - 4026	-	-	-	-	-	-	-	-	18,000	-	18,000	
1.7	36010	EDUCATIONAL AID PROGRAM	-	-	-	-	-	-	-	-	481,616	-	\$ 481,616	0.00
1.8		TX ARMED SERVICES SCHOLARSHIP	-	-	-	-	-	-	-	-	3,335,000	-	\$ 3,335,000	0.00
	21968	TX ARMED SERVICES SCHOLARSHIP	-	-	-	-	-	-	-	-	3,335,000	-	3,335,000	
	32223	TX ARMED SERVICES SCHOLARSHIP	-	-	-	-	-	-	-	-	-	-	-	
1.9	32018	OPEN EDUCATIONAL RESOURCES	31,141	467	90,000	-	-	-	-	109,417	-	-	231,025	0.50
1.10		STUDENT FINANCIAL AID	-	-	-	-	-	-	-	-	55,000,000	-	\$ 55,000,000	0.00
	36029	B.1.10 TEXAS Grants	-	-	-	-	-	-	-	-	41,765,422	-	41,765,422	
	36030	B.1.10 TEG	-	-	-	-	-	-	-	-	8,608,192	-	8,608,192	
	36031	B.1.10 TEOG Comm Colleges	-	-	-	-	-	-	-	-	4,263,986	-	4,263,986	
	36032	B.1.10 TEOG Public Colleges	-	-	-	-	-	-	-	-	362,400	-	362,400	
TOTAL AFFORDABILITY AND DEBT			\$ 31,141	\$ 467	\$ 90,000	\$ -	\$ -	\$ -	\$ -	\$ 109,417	\$ 638,827,576	\$ -	\$ 639,058,601	0.50
C	INDUSTRY WORKFORCE													
1.1	0555	CAREER/TECHNICAL EDUCATION PGM	2,606,199	32,798	12,997,994	27,200	59,000	-	-	1,808,020	59,180,705	310,000	\$ 77,021,916	34.44
	50009	AIR-IES RCT 84-305H	-	-	-	-	-	-	-	-	-	-	-	
	52001	Perkins Admin - 84-048	654,365	18,401	100,000	27,200	59,000	-	-	674,962	-	-	1,533,928	8.62
	52003	Perkins Formula - 84.048	-	-	-	-	-	-	-	-	30,274,863	-	30,274,863	
	52005	Perkins Leadership 2 Yr - 84.048	-	-	-	-	-	-	-	-	1,758,374	-	1,758,374	
	17705	Perkins Leadership - 84.048	-	-	-	-	-	-	-	-	1,758,374	-	1,758,374	
	17710	Perkins NonTrad Leadership - 84.048	-	-	-	-	-	-	-	-	45,000	-	45,000	
	54005	SLDS ERC Upgrades 84.372A	-	-	375,000	-	-	-	-	-	-	-	375,000	0.00
	54006	Wagner - Peyser Grad TX - 17.207	-	-	500,000	-	-	-	-	-	-	-	500,000	0.00
	32506	GEER Upskil/Reskill - 84.425C	101,015	924	130,000	-	-	-	-	14,591	18,798,318	-	19,044,848	1.57
	32507	GEER Online Learning - 84.425C	332,772	2,567	1,330,000	-	-	-	-	76,672	6,545,776	-	8,287,787	4.88
	32508	GEER Data Infrastructure - 84.425C	1,518,047	10,906	10,562,994	-	-	-	-	1,041,795	-	-	13,133,742	19.37
	32509	GEER Interest Revenue - 84.425C	-	-	-	-	-	-	-	-	-	-	-	
	32510	GEER DCS - 84.425C	-	-	-	-	-	-	-	-	-	310,000	310,000	0.00
1.2	36009	0001 BILINGUAL EDUCATION PROGRAM	-	-	-	-	-	-	-	-	731,250	-	\$ 731,250	0.00
1.3	0001	EDUCATIONAL LOAN REPAYMENT	-	-	-	-	-	-	-	-	21,889,063	-	\$ 21,889,063	0.00
	36028	Peace Officer Loan Repayment PGM	-	-	-	-	-	-	-	-	2,063,757	-	2,063,757	
	36005	Mental Health Prof LRP	-	-	-	-	-	-	-	-	1,035,938	-	1,035,938	
	56004	Mental Health Prof LRP 93.165	-	-	-	-	-	-	-	-	-	-	-	
	21949	Physician Ed Loan Repay PGM	-	-	-	-	-	-	-	-	14,767,492	-	14,767,492	
	36025	Nursing Faculty LRP - Fd 0001	-	-	-	-	-	-	-	-	1,462,500	-	1,462,500	
	13199	Teach for Texas	-	-	-	-	-	-	-	-	-	-	-	
	13499	Teach for TX - ALT Cert Cond Grt	-	-	-	-	-	-	-	-	-	-	-	
	13599	Teach for Texas LRP	-	-	-	-	-	-	-	-	1,304,063	-	1,304,063	
	36004	Math and Science LRP	-	-	-	-	-	-	-	-	1,255,313	-	1,255,313	
TOTAL INDUSTRY WORKFORCE			\$ 2,606,199	\$ 32,798	\$ 12,997,994	\$ 27,200	\$ 59,000	\$ -	\$ -	\$ 1,808,020	\$ 81,801,018	\$ 310,000	\$ 99,642,229	34.44

TEXAS HIGHER EDUCATION COORDINATING BOARD
Initiatives and Program Budget Detail
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Goal	Strategy	Salaries	Other Personnel Costs	Professional Fees & Services	Consumable Supplies & Utilities	Travel	Rent - Building	Rent - Machine & Other	Other Operating Expense	Grants	Capital Expenditures	Total Expenditure Budget	FTEs
D INDUSTRY WORKFORCE - HEALTH RELATED													
1.1	0001	FAMILY PRACTICE RESIDENCY PROGRAM		-	-	-	-	-	-	4,750,000	-	\$ 4,750,000	0.00
	08793	0001	Family Practice Residency Program	-	-	-	-	-	-	4,636,043	-	4,636,043	
	08794	0001	FP - Rural & Pub Health Rotation	-	-	-	-	-	-	113,957	-	113,957	
1.2	0001	PRECEPTORSHIP PROGRAM		-	-	-	-	-	-	1,425,000	-	\$ 1,425,000	0.00
	23030	0001	FP Statewide Preceptorship	-	-	-	-	-	-	475,000	-	475,000	
	23130	0001	IM Statewide Precetorship Prg	-	-	-	-	-	-	475,000	-	475,000	
	23230	0001	Peds Statewide Preceptorship	-	-	-	-	-	-	475,000	-	475,000	
1.3	0001	GME EXPANSION		-	-	-	-	-	-	99,525,000	-	\$ 99,525,000	0.00
	32011	0001	GME Unfilled Positions	-	-	-	-	-	-	4,739,027	-	4,739,027	
	32012	0001	GME New/Expanded Programs	-	-	-	-	-	-	11,668,058	-	11,668,058	
	32013	0001	GME Expansion	-	-	-	-	-	-	71,878,570	-	71,878,570	
	32014	0001	GME Planning Grants	-	-	-	-	-	-	239,345	-	239,345	
	42002	0179	GME Expansion / GME Perm Fund - 0179	-	-	-	-	-	-	11,000,000	-	11,000,000	
1.4	62001	0001	TRAUMA CARE PROGRAM	-	-	-	-	-	-	1,957,203	-	\$ 1,957,203	0.00
1.5	32016	0001	JOINT ADMISSION MEDICAL PROGRAM	-	-	-	-	-	-	9,696,794	-	\$ 9,696,794	0.00
1.6	34009	0001	PROF NURSING SHORTAGE REDUCTION PGM	-	-	-	-	-	-	9,440,024	-	\$ 9,440,024	0.00
1.10	32023	0001	CHILD MENTAL HEALTH CARE CONSORTIUM	-	-	-	-	-	-	59,254,136	-	\$ 59,254,136	0.00
TOTAL INDUSTRY WORKFORCE - HEALTH RELATED		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 186,048,157	\$ -	\$ 186,048,157	0.00
E BAYLOR COLLEGE OF MEDICINE													
1.1		BAYLOR COLLEGE OF MEDICINE - UGME		-	-	-	-	-	-	39,613,434	-	\$ 39,613,434	0.00
	06108	0001	Baylor COM - UGME	-	-	-	-	-	-	36,508,620	-	36,508,620	
	34015	0001	Baylor COM - UGME (Add'l Formula Funding, Art. IX-Sect 17.34)	-	-	-	-	-	-	3,104,814	-	3,104,814	
1.2		BAYLOR COLLEGE OF MEDICINE - GME		-	-	-	-	-	-	8,423,496	-	\$ 8,423,496	0.00
	34008	0001	Baylor COM - GME	-	-	-	-	-	-	8,013,731	-	8,013,731	
	34014	0001	Baylor COM - GME (Add'l Formula Funding, Art. IX-Sect 17.47)	-	-	-	-	-	-	409,765	-	409,765	
1.3	13069	0823	BAYLOR COLL MED PERM ENDOWMENT FUND	-	-	-	-	-	-	1,425,000	-	\$ 1,425,000	0.00
1.4	13070	0810	BAYLOR COLL MED PERM HEALTH FUND	-	-	-	-	-	-	1,914,193	-	\$ 1,914,193	0.00
TOTAL BAYLOR COLLEGE OF MEDICINE		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 51,376,123	\$ -	\$ 51,376,123	0.00
F TOBACCO FUNDS													
1.1	13067	0825	EARNINGS - MINORITY HEALTH	-	-	-	-	-	-	1,066,551	-	1,066,551	0.00
1.2	13068	0824	EARNINGS - NURSING/ALLIED HEALTH	-	-	-	-	-	-	1,883,810	-	1,883,810	0.00
TOTAL TOBACCO FUNDS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,950,361	\$ -	\$ 2,950,361	0.00
G RESEARCH AND INNOVATION													
1.1	21928	0001	TEXAS RESEARCH INCENTIVE PROGRAM	-	-	-	-	-	-	16,625,000	-	16,625,000	0.00
1.2	0001	AUTISM PROGRAM		-	-	-	-	-	-	3,705,000	-	3,705,000	0.00
	32006	0001	Autism Parent-Dir Treatment	-	-	-	-	-	-	2,137,500	-	2,137,500	
	32007	0001	Autism BCBA Training	-	-	-	-	-	-	902,500	-	902,500	
	32008	0001	Autism Research, Admin Support	-	-	-	-	-	-	665,000	-	665,000	
TOTAL RESEARCH AND INNOVATION		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,330,000	\$ -	\$ 20,330,000	0.00
Total Agency		\$ 24,066,099	\$ 392,069	\$ 19,246,144	\$ 259,055	\$ 289,742	\$ 1,730,915	\$ 1,342,825	\$ 6,744,806	\$ 984,651,193	\$ 310,000	\$ 1,039,032,848	304.25

TEXAS HIGHER EDUCATION COORDINATING BOARD
Initiatives and Programs Method of Finance
FY22 Budget

Initiatives and Programs Method of Finance				Method of Finance						
Goal	Strategy		Total Expenditure Budget	General Revenue	GR Transfers	GR Dedicated	Federal Funds	Student Loans	All Other Sources	Total Source of Funds
A HIGHER EDUCATION SUPPORT										
1.1	PCA	Fund	AGENCY OPERATIONS							
38003	0001		Agency Operations	11,198,696	757,825	-	-	7,854,665	5,000	19,816,186
44001	0001		Educational Resource Centers	-	-	-	-	-	182,183	182,183
13831	0001		Complete College America - DE MATH	-	-	-	-	-	6,665	6,665
13960	0001		Data Center Services (DCS)	1,330,414	-	-	-	1,110,737	-	2,441,151
37008	0001		IT Portfolio Modernization	260,000	-	-	-	-	-	260,000
37002	0001		Acquisition and Refresh	126,000	72,529	-	-	53,471	-	126,000
37006	0001		Cybersecurity DCS	95,000	65,186	-	-	29,814	-	95,000
37007	0001		Cybersecurity Initiatives	125,000	62,283	-	-	62,717	-	125,000
37004	0001		CAPPS Financial Implementation	-	-	-	-	-	-	-
Total 1.1			\$ 23,052,185	\$ 12,989,108	\$ 757,825	\$ -	\$ -	\$ 9,111,404	\$ 193,848	\$ 23,052,185
1.2 STUDENT LOAN PROGRAMS										
13818	0001		Student Loan Administration	500,000	-	-	-	3,520,758	-	4,020,758
66031	5103		Student Loan Pgr - FD 5103	-		2,594,804	-	-	-	2,594,804
Total 1.2			\$ 6,615,562	\$ 500,000	\$ -	\$ 2,594,804	\$ -	\$ 3,520,758	\$ -	\$ 6,615,562
1.3 COLLEGE READINESS AND SUCCESS										
30006	0001		Student Success	1,577,518	(252,264)	-	-	-	-	1,325,254
40018	0001		Apply Texas	-		-	-	-	811,000	811,000
40102	0001		TWC Advise TX IO	-	-	-	-	-	97,000	97,000
40106	0001		e TAFSA Development	-	-	-	-	261,625	-	261,625
30004	0001		Developmental Education	1,285,250	(10,910)	-	-	-	-	1,274,340
30003	0001		Advise TX	1,950,000	-	-	-	-	-	1,950,000
40101	0001		University of Virginia Texting	-	-	-	-	-	-	-
40104	0001		Virtual Advising CAC	-	-	-	-	-	-	-
Total 1.3			\$ 5,719,219	\$ 4,812,768	\$ (263,174)	\$ -	\$ -	\$ 261,625	\$ 908,000	\$ 5,719,219
1.4 TEXAS ONCOURSE PROGRAM										
40105	0001		Texas Oncourse Program	4,735,062	(494,651)	-	-	-	-	4,240,411
Total 1.5			\$ 4,240,411	\$ 4,735,062	\$ (494,651)	\$ -	\$ -	\$ -	\$ -	\$ 4,240,411
Total Initiatives			\$ 39,627,377	\$ 23,036,938	\$ -	\$ 2,594,804	\$ -	\$ 12,893,787	\$ 1,101,848	\$ 39,627,377
B AFFORDABILITY AND ACCESS										
1.1	13099	0001	TEXAS GRANT PROGRAM	433,292,738	433,287,738	-	-	-	5,000	433,292,738
1.2	06105	0001	TUITION EQUALIZATION GRANTS	89,305,147	89,305,147	-	-	-	-	89,305,147
1.3	36002	0001	TEOG PUBLIC COMMUNITY COLLEGES	44,236,459	44,236,459	-	-	-	-	44,236,459
1.4	36003	0001	TEOG PUB STATE/TECHNICAL COLLEGES	3,759,693	3,759,693	-	-	-	-	3,759,693
1.5		0001	COLLEGE WORK STUDY PROGRAM	9,169,523	9,169,523	-	-	-	-	9,169,523
	22339		College Work Study Program	5,419,523	5,419,523	-	-	-	-	5,419,523
	22349		Work Study Mentorship Program	2,750,000	2,750,000	-	-	-	-	2,750,000
	30007		Texas WORKS	1,000,000	1,000,000	-	-	-	-	1,000,000
1.6	0802		LICENSE PLATE SCHOLARSHIPS - 0802	247,400	-	-	-	-	247,400	247,400
	66001		Tx Water Works - 4013	2,200	-	-	-	-	2,200	2,200
	66002		College for Texans - 4001	1,000	-	-	-	-	1,000	1,000
	66003		Collegiate Schlrshp License Plate - 4002	-	-	-	-	-	-	-
	66004		Collegiate Crossover Lic Plate - 4003	34,000	-	-	-	-	34,000	34,000
	66005		Houston Rodeo - 4004	6,200	-	-	-	-	6,200	6,200
	66006		Cotton Boll - 4005	13,800	-	-	-	-	13,800	13,800
	66007		Girl Scout - 4006	2,100	-	-	-	-	2,100	2,100
	66008		Boy Scout - 4007	6,700	-	-	-	-	6,700	6,700
	66009		LSU Alumni - 4008	50,000	-	-	-	-	50,000	50,000
	66010		Univ of Florida - 4009	33,800	-	-	-	-	33,800	33,800
	66011		MADD License Plate - 4010	700	-	-	-	-	700	700
	66012		SMU Royalty License Plate - 4011	20,300	-	-	-	-	20,300	20,300
	66013		Omega Psi Phi Fraternity L.P. - 4012	11,000	-	-	-	-	11,000	11,000
	66014		Baylor University - 4014	14,120	-	-	-	-	14,120	14,120
	66015		Univ of Mary Hardin Baylor - 4015	1,270	-	-	-	-	1,270	1,270
	66016		Austin College - 4016	1,890	-	-	-	-	1,890	1,890

TEXAS HIGHER EDUCATION COORDINATING BOARD
Initiatives and Programs Method of Finance
FY22 Budget

Initiatives and Programs Method of Finance			Method of Finance						
Goal	Strategy	Total Expenditure Budget	General Revenue	GR Transfers	GR Dedicated	Federal Funds	Student Loans	All Other Sources	Total Source of Funds
66017	Rice University - 4017	9,730	-	-	-	-	-	9,730	9,730
66018	Southern Methodist Univ - 4018	4,750	-	-	-	-	-	4,750	4,750
66019	Texas Christian Univ - 4019	7,560	-	-	-	-	-	7,560	7,560
66020	Lubbock Christian Univ - 4020	410	-	-	-	-	-	410	410
66021	St. Mary's University - 4021	1,570	-	-	-	-	-	1,570	1,570
66022	Southwestern University - 4022	810	-	-	-	-	-	810	810
66023	University of St. Thomas - 4023	890	-	-	-	-	-	890	890
66024	Univ of the Incarnate Word - 4024	-	-	-	-	-	-	-	-
66025	Houston Community College - 4025	4,600	-	-	-	-	-	4,600	4,600
66026	Baylor Bear Crossover LP - 4026	18,000	-	-	-	-	-	18,000	18,000
1.7	36010 0001 EDUCATIONAL AIDE PROGRAM	481,616	481,616	-	-	-	-	-	481,616
1.8	0001 TEXAS ARMED SERVICES SCHLRSP PGM	3,335,000	3,335,000	-	-	-	-	-	3,335,000
21968	TX ARMED SERVICES SCHOLARSHIP	3,335,000	3,335,000	-	-	-	-	-	3,335,000
32223	TX ARMED SERVICES SCHOLARSHIP	-	-	-	-	-	-	-	-
1.9	32018 0001 OPEN EDUCATIONAL RESOURCES	231,025	231,025	-	-	-	-	-	231,025
1.10	0001 STUDENT FINANCIAL AID	55,000,000	55,000,000	-	-	-	-	-	55,000,000
36029	B.1.10 TEXAS Grants	41,765,422	41,765,422	-	-	-	-	-	41,765,422
36030	B.1.10 TEG	8,608,192	8,608,192	-	-	-	-	-	8,608,192
36031	B.1.10 TEOG Comm Colleges	4,263,986	4,263,986	-	-	-	-	-	4,263,986
36032	B.1.10 TEOG Public Colleges	362,400	362,400	-	-	-	-	-	362,400
Total Affordability and Access		\$ 639,058,601	\$ 638,806,201	\$ -	\$ -	\$ -	\$ -	\$ 252,400	\$ 639,058,601
									-
C INDUSTRY AND WORKFORCE SUPPORT									-
1.1	0555 CAREER / TECHNICAL EDU PGMS - 84.048	77,021,916	-	-	-	77,021,916	-	-	77,021,916
50009	AIR-IES RCT 84-305H	-	-	-	-	-	-	-	-
52001	Perkins Admin - 84-048	1,533,928	-	-	-	1,533,928	-	-	1,533,928
52003	Perkins Formula - 84.048	30,274,863	-	-	-	30,274,863	-	-	30,274,863
52005	Perkins Leadership 2 Yr - 84.048	1,758,374	-	-	-	1,758,374	-	-	1,758,374
17705	Perkins Leadership - 84.048	1,758,374	-	-	-	1,758,374	-	-	1,758,374
17710	Perkins NonTrad Leadership - 84.048	45,000	-	-	-	45,000	-	-	45,000
54005	SLDS ERC Upgrades 84.372A	375,000	-	-	-	375,000	-	-	375,000
54006	Wagner - Peyser Grad TX - 17.207	500,000	-	-	-	500,000	-	-	500,000
32506	GEER Upskill/Reskill - 84.425C	19,044,848	-	-	-	19,044,848	-	-	19,044,848
32507	GEER Online Learning - 84.425C	8,287,787	-	-	-	8,287,787	-	-	8,287,787
32508	GEER Data Infrastructure - 84.425C	13,133,742	-	-	-	13,133,742	-	-	13,133,742
32509	GEER Interest Revenue - 84.425C	-	-	-	-	-	-	-	-
32510	GEER DCS - 84.425C	310,000	-	-	-	310,000	-	-	310,000
1.2	36009 0001 BILINGUAL EDUCATIONAL PROGRAM	731,250	731,250	-	-	-	-	-	731,250
1.3	0001 EDUCATIONAL LOAN REPAYMENT	21,889,063	7,121,571	-	14,767,492	-	-	-	21,889,063
36028	Peace Officer Loan Repayment PGM	2,063,757	2,063,757	-	-	-	-	-	2,063,757
36005	Mental Health Prof LRP	1,035,938	1,035,938	-	-	-	-	-	1,035,938
56004	Mental Health Prof LRP 93.165	-	-	-	-	-	-	-	-
21949	Physician Ed Loan Repay PGM	14,767,492	-	-	14,767,492	-	-	-	14,767,492
36025	Nursing Faculty LRP - Fd 0001	1,462,500	1,462,500	-	-	-	-	-	1,462,500
13199	Teach for Texas	-	-	-	-	-	-	-	-
13499	Teach for TX - ALT Cert Cond Grt	-	-	-	-	-	-	-	-
13599	Teach for Texas LRP	1,304,063	1,304,063	-	-	-	-	-	1,304,063
36004	Math and Science LRP	1,255,313	1,255,313	-	-	-	-	-	1,255,313
Total Industry and Workforce Support		\$ 99,642,229	\$ 7,852,821	\$ -	\$ 14,767,492	\$ 77,021,916	\$ -	\$ -	\$ 99,642,229

TEXAS HIGHER EDUCATION COORDINATING BOARD
Initiatives and Programs Method of Finance
FY22 Budget

Initiatives and Programs Method of Finance			Method of Finance						
Goal	Strategy	Total Expenditure Budget	General Revenue	GR Transfers	GR Dedicated	Federal Funds	Student Loans	All Other Sources	Total Source of Funds
D INDUSTRY WORKFORCE - HEALTH RELATED									
1.1	0001 FAMILY PRACTICE RESIDENCY PROG	4,750,000	4,750,000	-	-	-	-	-	4,750,000
	08793 Family Practice Residency Prog - 0001	4,636,043	4,636,043	-	-	-	-	-	4,636,043
	08794 FP - Rural & Pub Health Rotation - 0001	113,957	113,957	-	-	-	-	-	113,957
1.2	0001 PRECEPTORSHIP PROGRAM	1,425,000	1,425,000	-	-	-	-	-	1,425,000
	23030 FP Statewide Preceptorship	475,000	475,000	-	-	-	-	-	475,000
	23130 IM Statewide Preceptorship Prg	475,000	475,000	-	-	-	-	-	475,000
	23230 Peds Statewide Preceptorship	475,000	475,000	-	-	-	-	-	475,000
1.3	0001 GME EXPANSION	99,525,000	88,525,000	-	-	-	-	11,000,000	99,525,000
	32011 GME Unfilled Position	4,739,027	4,739,027	-	-	-	-	-	4,739,027
	32012 GME New/Expanded Programs	11,668,058	11,668,058	-	-	-	-	-	11,668,058
	32013 GME Expansion	71,878,570	71,878,570	-	-	-	-	-	71,878,570
	32014 GME Planning Grants	239,345	239,345	-	-	-	-	-	239,345
	42002 GME Expansion / GME Perm Fund - 2179	11,000,000	-	-	-	-	-	11,000,000	11,000,000
1.4	62001 0001 TRAUMA CARE PROGRAM	1,957,203	1,957,203	-	-	-	-	-	1,957,203
1.5	32016 0001 JOINT ADMISSION MEDICAL PROGRAM	9,696,794	9,696,794	-	-	-	-	-	9,696,794
1.6	34009 0001 PROF NURSING SHORTAGE REDCTN PGM	9,440,024	9,440,024	-	-	-	-	-	9,440,024
1.10	32023 0001 CHILD MENTAL HEALTH CARE CONSORTIUM	59,254,136	59,254,136	-	-	-	-	-	59,254,136
Total Industry Workforce - Health Related			\$ 186,048,157	\$ 175,048,157	\$ -	\$ -	\$ -	\$ 11,000,000	\$ 186,048,157
E BAYLOR COLLEGE OF MEDICINE									
1.1	BAYLOR COLLEGE OF MEDICINE - UGME	39,613,434	39,613,434	-	-	-	-	-	39,613,434
	06108 0001 Baylor COM - UGME	36,508,620	36,508,620	-	-	-	-	-	36,508,620
	34015 0001 Baylor COM - UGME (Add'l Formula Funding, Art. IX-Sect 17.34)	3,104,814	3,104,814	-	-	-	-	-	3,104,814
1.2	BAYLOR COLLEGE OF MEDICINE - GME	8,423,496	8,423,496	-	-	-	-	-	8,423,496
	34008 0001 Baylor COM - GME	8,013,731	8,013,731	-	-	-	-	-	8,013,731
	34014 0001 Baylor COM - GME (Add'l Formula Funding, Art. IX-Sect 17.47)	409,765	409,765	-	-	-	-	-	409,765
1.3	13069 0823 BAYLOR C.O.M. TOB PERM ENDOW - 2823	1,425,000	-	-	-	-	-	1,425,000	1,425,000
1.4	13070 0810 BAYLOR C.O.M. PERM HEALTH FND - 2810	1,914,193	-	-	-	-	-	1,914,193	1,914,193
Total Baylor College of Medicine			\$ 51,376,123	\$ 48,036,930	\$ -	\$ -	\$ -	\$ 3,339,193	\$ 51,376,123
F TOBACCO FUNDS									
1.1	13067 0825 EARNINGS - MINORITY HEALTH - 2825	1,066,551	-	-	-	-	-	1,066,551	1,066,551
1.2	13068 0824 EARNINGS - NURSING/ALLIED HEALTH - 2824	1,883,810	-	-	-	-	-	1,883,810	1,883,810
Total Tobacco Funds			\$ 2,950,361	\$ -	\$ -	\$ -	\$ -	\$ 2,950,361	\$ 2,950,361
G RESEARCH AND INNOVATION									
1.1	21928 0001 TEXAS RESEARCH INCENTIVE PROGRAM	16,625,000	16,625,000	-	-	-	-	-	16,625,000
1.2	0001 AUTISM PROGRAM	3,705,000	3,705,000	-	-	-	-	-	3,705,000
	32006 Autism-Parent Dir Trmt	2,137,500	2,137,500	-	-	-	-	-	2,137,500
	32007 Autism-BCBA Training	902,500	902,500	-	-	-	-	-	902,500
	32008 Autism-Research, Admin Support	665,000	665,000	-	-	-	-	-	665,000
Total Research and Innovation			\$ 20,330,000	\$ 20,330,000	\$ -	\$ -	\$ -	\$ -	\$ 20,330,000
Total Program Budget			\$ 999,405,471	\$ 890,074,109	\$ -	\$ 14,767,492	\$ 77,021,916	\$ 17,541,954	\$ 999,405,471
Total Agency - FY22			\$ 1,039,032,848	\$ 913,111,047	\$ -	\$ 17,362,296	\$ 77,021,916	\$ 12,893,787	\$ 1,039,032,848

TEXAS HIGHER EDUCATION COORDINATING BOARD
Initiatives and Program Budget Detail
FY 2023

Goal	Strategy	Salaries	Other Personnel Costs	Professional Fees & Services	Consumable Supplies & Utilities	Travel	Rent - Building	Rent - Machine & Other	Other Operating Expense	Grants	Capital Expenditures	Total Expenditure Budget	FTEs
A HIGHER EDUCATION SUPPORT													
PCA	Fund												
1.1	AGENCY OPERATIONS												
38003	0001	Agency Operations	15,813,777	254,357	630,084	186,667	161,417	144,243	46,825	3,207,211	-	20,444,581	180.15
44001	0001	Educational Resource Centers	113,400	-	-	15,629	4,000	-	-	52,607	-	185,636	1.50
13831	0001	Complete College America - DE MATH	-	-	-	-	-	-	-	-	-	-	0.00
13960	0001	Data Center Services (DCS)	-	-	2,227,453	-	-	-	-	-	-	2,227,453	0.00
37008	0001	IT Portfolio Modernization	-	-	260,000	-	-	-	-	-	-	260,000	0.00
37002	0001	Acquisition and Refresh	-	-	-	-	-	126,000	-	-	-	126,000	0.00
37006	0001	Cybersecurity DCS	-	-	-	-	-	95,000	-	-	-	95,000	0.00
37007	0001	Cybersecurity Initiatives	-	-	-	-	-	125,000	-	-	-	125,000	0.00
37004	0001	CAPPS Financial Implementation	-	-	-	-	-	-	517,805	-	-	517,805	0.00
		Total 1.1	\$ 15,927,177	\$ 254,357	\$ 3,117,537	\$ 202,296	\$ 165,417	\$ 144,243	\$ 392,825	\$ 3,777,623	\$ -	\$ -	\$ 23,981,475
1.2	STUDENT LOAN PROGRAMS												
13818	0001	Student Loan Administration	2,976,276	52,560	-	6,000	11,325	-	1,930,000	52,873	-	5,029,034	54.00
66031	5103	Student Loan Pgr - FD 5103	595,921	9,113	689,585	-	-	-	-	1,319,408	-	2,614,027	8.50
		Total 1.2	\$ 3,572,197.00	\$ 61,673.00	\$ 689,585	\$ 6,000	\$ 11,325	\$ -	\$ 1,930,000	\$ 1,372,281	\$ -	\$ -	\$ 7,643,061
1.3	COLLEGE READINESS AND SUCCESS												
30006	0001	Student Success	1,083,968	10,735	-	-	-	-	82,273	340,000	-	1,516,976	15.5
40018	0001	Apply Texas	-	-	811,000	-	-	-	-	-	-	811,000	0.00
40102	0001	TWC Advise TX IO	45,000	13,500	20,000	-	5,000	-	13,500	-	-	97,000	1.00
40106	0001	e TAFSA Development	-	-	64,400	-	-	-	-	-	-	64,400	0.00
30004	0001	Developmental Education	215,578	6,006	-	-	15,000	-	16,362	1,027,958	-	1,280,904	2.50
30003	0001	Advise TX	-	-	-	-	-	-	-	1,950,000	-	1,950,000	0.00
40101	0001	University of Virginia Texting	-	-	-	-	-	-	-	-	-	-	0.00
40104	0001	Virtual Advising CAC	-	-	-	-	-	-	-	-	-	-	0.00
		Total 1.3	\$ 1,344,546	\$ 30,241	\$ 895,400	\$ -	\$ 20,000	\$ -	\$ -	\$ 112,135	\$ 3,317,958	\$ -	\$ 5,720,280
1.4	40105	0001 TEXAS ONCOURSE PROGRAM	\$ 2,450,034	\$ 6,000	\$ 48,110	\$ 30,000	\$ 40,000	\$ -	\$ -	\$ 1,213,906	\$ -	\$ 3,788,050	30.75
TOTAL HIGHER EDUCATION SUPPORT													
			\$ 23,293,954	\$ 352,271	\$ 4,750,632	\$ 238,296	\$ 236,742	\$ 144,243	\$ 2,322,825	\$ 6,475,945	\$ 3,317,958	\$ -	\$ 41,132,866
B AFFORDABILITY AND DEBT													
1.1	13099	0001 TEXAS GRANT PROGRAM	-	-	-	-	-	-	-	433,292,738	-	\$ 433,292,738	0.00
1.2	06105	0001 TUITION EQUALIZATION GRANT	-	-	-	-	-	-	-	89,305,146	-	\$ 89,305,146	0.00
1.3	36002	0001 TEOG PUB COMMUNITY COLLEGES	-	-	-	-	-	-	-	44,236,458	-	\$ 44,236,458	0.00
1.4	36003	0001 TEOG PUB STATE/TECHNICAL COLLEGES	-	-	-	-	-	-	-	3,759,692	-	\$ 3,759,692	0.00
1.5		0001 COLLEGE WORKSTUDY PROGRAM	-	-	-	-	-	-	-	9,169,523	-	\$ 9,169,523	0.00
	22339	College Workstudy Program	-	-	-	-	-	-	-	5,419,523	-	5,419,523	
	22349	Work Study Mentorship Program	-	-	-	-	-	-	-	2,750,000	-	2,750,000	
	30007	Texas WORKS	-	-	-	-	-	-	-	1,000,000	-	1,000,000	
1.6	0802	LICENSE PLATE SCHOLARSHIPS	-	-	-	-	-	-	-	247,400	-	\$ 247,400	0.00
	66001	Tx Water Works - 4013	-	-	-	-	-	-	-	2,200	-	2,200	
	66002	College for Texans - 4001	-	-	-	-	-	-	-	1,000	-	1,000	
	66003	Collegiate Schlrshp License Plate - 4002	-	-	-	-	-	-	-	-	-	-	
	66004	Collegiate Crossover Lic Plate - 4003	-	-	-	-	-	-	-	34,000	-	34,000	
	66005	Houston Rodeo - 4004	-	-	-	-	-	-	-	6,200	-	6,200	
	66006	Cotton Boll - 4005	-	-	-	-	-	-	-	13,800	-	13,800	
	66007	Girl Scout - 4006	-	-	-	-	-	-	-	2,100	-	2,100	
	66008	Boy Scout - 4007	-	-	-	-	-	-	-	6,700	-	6,700	
	66009	LSU Alumni - 4008	-	-	-	-	-	-	-	50,000	-	50,000	
	66010	Univ of Florida - 4009	-	-	-	-	-	-	-	33,800	-	33,800	
	66011	MADD License Plate - 4010	-	-	-	-	-	-	-	700	-	700	
	66012	SMU Royalty License Plate - 4011	-	-	-	-	-	-	-	20,300	-	20,300	
	66013	Omega Psi Phi Fraternity L.P. - 4012	-	-	-	-	-	-	-	11,000	-	11,000	
	66014	Baylor University - 4014	-	-	-	-	-	-	-	14,120	-	14,120	
	66015	Univ of Mary Hardin Baylor - 4015	-	-	-	-	-	-	-	1,270	-	1,270	
	66016	Austin College - 4016	-	-	-	-	-	-	-	1,890	-	1,890	
	66017	Rice University - 4017	-	-	-	-	-	-	-	9,730	-	9,730	
	66018	Southern Methodist Univ - 4018	-	-	-	-	-	-	-	4,750	-	4,750	
	66019	Texas Christian Univ - 4019	-	-	-	-	-	-	-	7,560	-	7,560	
	66020	Lubbock Christian Univ - 4020	-	-	-	-	-	-	-	410	-	410	

TEXAS HIGHER EDUCATION COORDINATING BOARD
Initiatives and Program Budget Detail
FY 2023

Goal	Strategy	Salaries	Other Personnel Costs	Professional Fees & Services	Consumable Supplies & Utilities	Travel	Rent - Building	Rent - Machine & Other	Other Operating Expense	Grants	Capital Expenditures	Total Expenditure Budget	FTEs
66021	St. Mary's University - 4021	-	-	-	-	-	-	-	-	1,570	-	1,570	
66022	Southwestern University - 4022	-	-	-	-	-	-	-	-	810	-	810	
66023	University of St. Thomas - 4023	-	-	-	-	-	-	-	-	890	-	890	
66024	Univ of the Incarnate Word - 4024	-	-	-	-	-	-	-	-	-	-	-	
66025	Houston Community College - 4025	-	-	-	-	-	-	-	-	4,600	-	4,600	
66026	Baylor Bear Crossover LP - 4026	-	-	-	-	-	-	-	-	18,000	-	-	
1.7	36010 0001 EDUCATIONAL AID PROGRAM	-	-	-	-	-	-	-	-	481,616	-	\$ 481,616	0.00
1.8	0001 TX ARMED SERVICES SCHOLARSHIP	-	-	-	-	-	-	-	-	3,335,000	-	\$ 3,335,000	0.00
21968	TX ARMED SERVICES SCHOLARSHIP	-	-	-	-	-	-	-	-	3,335,000	-	3,335,000	
32223	TX ARMED SERVICES SCHOLARSHIP	-	-	-	-	-	-	-	-	-	-	-	
1.9	32018 0001 OPEN EDUCATIONAL RESOURCES	71,252	467	90,000	-	-	-	-	69,305	-	-	\$ 231,024	1.10
1.10	0001 STUDENT FINANCIAL AID	-	-	-	-	-	-	-	-	55,000,000	-	\$ 55,000,000	0.00
36029	B.1.10 TEXAS Grants	-	-	-	-	-	-	-	-	41,765,422	-	41,765,422	
36030	B.1.10 TEG	-	-	-	-	-	-	-	-	8,608,192	-	8,608,192	
36031	B.1.10 TEOG Comm Colleges	-	-	-	-	-	-	-	-	4,263,986	-	4,263,986	
36032	B.1.10 TEOG Public Colleges	-	-	-	-	-	-	-	-	362,400	-	362,400	
TOTAL AFFORDABILITY AND DEBT		\$ 71,252	\$ 467	\$ 90,000	\$ -	\$ -	\$ -	\$ -	\$ 69,305	\$ 638,827,573	\$ -	\$ 639,058,597	1.10
C INDUSTRY WORKFORCE													
1.1	0555 CAREER/TECHNICAL EDUCATION PGM	700,893	18,401	600,000	27,200	59,000	-	-	649,625	33,836,611	-	\$ 35,891,730	9.25
50009	AIR-IES RCT 84-305H	-	-	-	-	-	-	-	-	-	-	-	
52001	Perkins Admin - 84-048	700,893	18,401	100,000	27,200	59,000	-	-	649,625	-	-	1,555,119	9.25
52003	Perkins Formula - 84.048	-	-	-	-	-	-	-	-	30,274,863	-	30,274,863	
52005	Perkins Leadership 2 Yr - 84.048	-	-	-	-	-	-	-	-	1,758,374	-	1,758,374	
17705	Perkins Leadership - 84.048	-	-	-	-	-	-	-	-	1,758,374	-	1,758,374	
17710	Perkins NonTrad Leadership - 84.048	-	-	-	-	-	-	-	-	45,000	-	45,000	
54005	SLDS ERC Upgrades 84.372A	-	-	-	-	-	-	-	-	-	-	-	0.00
54006	Wagner - Peyser Grad TX - 17.207	-	-	500,000	-	-	-	-	-	-	-	500,000	0.00
32506	GEER Upskil/Reskill - 84.425C	-	-	-	-	-	-	-	-	-	-	-	0.00
32507	GEER Online Learning - 84.425C	-	-	-	-	-	-	-	-	-	-	-	0.00
32508	GEER Data Infrastructure - 84.425C	-	-	-	-	-	-	-	-	-	-	-	0.00
32509	GEER Interest Revenue - 84.425C	-	-	-	-	-	-	-	-	-	-	-	0.00
32510	GEER DCS - 84.425C	-	-	-	-	-	-	-	-	-	-	-	0.00
1.2	36009 0001 BILINGUAL EDUCATION PROGRAM	-	-	-	-	-	-	-	-	731,250	-	\$ 731,250	0.00
1.3	0001 EDUCATIONAL LOAN REPAYMENT	-	-	-	-	-	-	-	-	21,889,063	-	\$ 21,889,063	0.00
36028	Peace Officer Loan Repayment PGM	-	-	-	-	-	-	-	-	2,063,757	-	2,063,757	
36005	Mental Health Prof LRP	-	-	-	-	-	-	-	-	1,035,938	-	1,035,938	
56004	Mental Health Prof LRP 93.165	-	-	-	-	-	-	-	-	-	-	-	
21949	Physician Ed Loan Repay PGM	-	-	-	-	-	-	-	-	14,767,492	-	14,767,492	
36025	Nursing Faculty LRP - Fd 0001	-	-	-	-	-	-	-	-	1,462,500	-	1,462,500	
13199	Teach for Texas	-	-	-	-	-	-	-	-	-	-	-	
13499	Teach for TX - ALT Cert Cond Grt	-	-	-	-	-	-	-	-	-	-	-	
13599	Teach for Texas LRP	-	-	-	-	-	-	-	-	1,304,063	-	1,304,063	
36004	Math and Science LRP	-	-	-	-	-	-	-	-	1,255,313	-	1,255,313	
TOTAL INDUSTRY WORKFORCE		\$ 700,893	\$ 18,401	\$ 600,000	\$ 27,200	\$ 59,000	\$ -	\$ -	\$ 649,625	\$ 56,456,924	\$ -	\$ 58,512,043	9.25

TEXAS HIGHER EDUCATION COORDINATING BOARD
Initiatives and Program Budget Detail
FY 2023

Goal	Strategy	Salaries	Other Personnel Costs	Professional Fees & Services	Consumable Supplies & Utilities	Travel	Rent - Building	Rent - Machine & Other	Other Operating Expense	Grants	Capital Expenditures	Total Expenditure Budget	FTEs
D INDUSTRY WORKFORCE - HEALTH RELATED													
1.1	0001	FAMILY PRACTICE RESIDENCY PROGRAM											0.00
08793	0001	Family Practice Residency Program	-	-	-	-	-	-	-	4,750,000	-	\$ 4,750,000	
08794	0001	FP - Rural & Pub Health Rotation	-	-	-	-	-	-	-	4,636,043	-	4,636,043	
			-	-	-	-	-	-	-	113,957	-	113,957	
1.2	0001	PRECEPTORSHIP PROGRAM											0.00
23030	0001	FP Statewide Preceptorship	-	-	-	-	-	-	-	1,425,000	-	\$ 1,425,000	
23130	0001	IM Statewide Precetorship Prg	-	-	-	-	-	-	-	475,000	-	475,000	
23230	0001	Peds Statewide Preceptorship	-	-	-	-	-	-	-	475,000	-	475,000	
1.3	0001	GME EXPANSION											0.00
32011	0001	GME Unfilled Positions	-	-	-	-	-	-	-	99,525,000	-	\$ 99,525,000	
32012	0001	GME New/Expanded Programs	-	-	-	-	-	-	-	4,739,027	-	4,739,027	
32013	0001	GME Expansion	-	-	-	-	-	-	-	11,668,058	-	11,668,058	
32014	0001	GME Planning Grants	-	-	-	-	-	-	-	71,878,570	-	71,878,570	
42002	0179	GME Expansion / GME Perm Fund - 0179	-	-	-	-	-	-	-	239,345	-	239,345	
			-	-	-	-	-	-	-	11,000,000	-	11,000,000	
1.4	62001	0001	TRAUMA CARE PROGRAM										0.00
			-	-	-	-	-	-	-	1,957,203	-	\$ 1,957,203	
1.5	32016	0001	JOINT ADMISSION MEDICAL PROGRAM										0.00
			-	-	-	-	-	-	-	-	-	\$ -	
1.6	34009	0001	PROF NURSING SHORTAGE REDUCTION PGM										0.00
			-	-	-	-	-	-	-	9,440,024	-	\$ 9,440,024	
1.10	32023	0001	CHILD MENTAL HEALTH CARE CONSORTIUM										0.00
			-	-	-	-	-	-	-	59,254,136	-	\$ 59,254,136	
TOTAL INDUSTRY WORKFORCE - HEALTH RELATED		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 176,351,363	\$ -	\$ 176,351,363	0.00
E BAYLOR COLLEGE OF MEDICINE													
1.1		BAYLOR COLLEGE OF MEDICINE - UGME											0.00
06108	0001	Baylor COM - UGME	-	-	-	-	-	-	-	39,814,866	-	\$ 39,814,866	
34013	0001	Baylor COM - UGME (Add'l Formula Funding, Art. IX-Sect 17.47)	-	-	-	-	-	-	-	36,490,669	-	36,490,669	
34015	0001	Baylor COM - UGME (Add'l Formula Funding, Art. IX-Sect 17.34)	-	-	-	-	-	-	-	996,696	-	996,696	
			-	-	-	-	-	-	-	2,327,501	-	2,327,501	
1.2		BAYLOR COLLEGE OF MEDICINE - GME											0.00
34008	0001	Baylor COM - GME	-	-	-	-	-	-	-	8,423,496	-	\$ 8,423,496	
34014	0001	Baylor COM - GME (Add'l Formula Funding, Art. IX-Sect 17.47)	-	-	-	-	-	-	-	8,013,731	-	8,013,731	
			-	-	-	-	-	-	-	409,765	-	409,765	
1.3	13069	0823	BAYLOR COLL MED PERM ENDOWMENT FUND										0.00
			-	-	-	-	-	-	-	1,425,000	-	\$ 1,425,000	
1.4	13070	0810	BAYLOR COLL MED PERM HEALTH FUND										0.00
			-	-	-	-	-	-	-	1,914,193	-	\$ 1,914,193	
TOTAL BAYLOR COLLEGE OF MEDICINE		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 51,577,555	\$ -	\$ 51,577,555	0.00
F TOBACCO FUNDS													
1.1	13067	0825	EARNINGS - MINORITY HEALTH										0.00
			-	-	-	-	-	-	-	1,066,551	-	\$ 1,066,551	
1.2	13068	0824	EARNINGS - NURSING/ALLIED HEALTH										0.00
			-	-	-	-	-	-	-	1,883,810	-	\$ 1,883,810	
TOTAL TOBACCO FUNDS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,950,361	\$ -	\$ 2,950,361	0.00
G RESEARCH AND INNOVATION													
1.1	21928	0001	TEXAS RESEARCH INCENTIVE PROGRAM										0.00
			-	-	-	-	-	-	-	16,625,000	-	\$ 16,625,000	
1.2		0001	AUTISM PROGRAM										0.00
32006	0001	Autism Parent-Dir Treatment	-	-	-	-	-	-	-	3,705,000	-	\$ 3,705,000	
32007	0001	Autism BCBA Training	-	-	-	-	-	-	-	2,137,500	-	2,137,500	
32008	0001	Autism Research, Admin Support	-	-	-	-	-	-	-	902,500	-	902,500	
			-	-	-	-	-	-	-	665,000	-	665,000	
TOTAL RESEARCH AND INNOVATION		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,330,000	\$ -	\$ 20,330,000	0.00
Total Agency		\$ 24,066,099	\$ 371,139	\$ 5,440,632	\$ 265,496	\$ 295,742	\$ 144,243	\$ 2,322,825	\$ 7,194,875	\$ 949,811,734	\$ -	\$ 989,912,785	304.25

TEXAS HIGHER EDUCATION COORDINATING BOARD
Initiatives and Programs Method of Finance
FY23 Budget

Initiatives and Programs				Method of Finance							
Goal	Strategy			Total Expenditure Budget	General Revenue	GR Transfers	GR Dedicated	Federal Funds	Student Loans	All Other Sources	Total Source of Funds
A HIGHER EDUCATION SUPPORT											
1.1	PCA	Fund	AGENCY OPERATIONS								
38003	0001		Agency Operations	20,444,581	11,598,299	1,011,901	-	-	7,829,381	5,000	20,444,581
44001	0001		Educational Resource Centers	185,636	-	-	-	-	-	185,636	185,636
13831	0001		Complete College America - DE MATH	-	-	-	-	-	-	-	-
13960	0001		Data Center Services (DCS)	2,227,453	1,669,417	-	-	-	558,036	-	2,227,453
37008	0001		IT Portfolio Modernization	260,000	260,000	-	-	-	-	-	260,000
37002	0001		Acquisition and Refresh	126,000	72,528	-	-	-	53,472	-	126,000
37006	0001		Cybersecurity DCS	95,000	65,186	-	-	-	29,814	-	95,000
37007	0001		Cybersecurity Initiatives	125,000	62,283	-	-	-	62,717	-	125,000
37004	0001		CAPPS Financial Implementation	517,805	517,805	-	-	-	-	-	517,805
Total 1.1				\$ 23,981,475	\$ 14,245,518	\$ 1,011,901	\$ -	\$ -	\$ 8,533,420	\$ 190,636	\$ 23,981,475
1.2 STUDENT LOAN PROGRAMS											
13818	0001		Student Loan Administration	5,029,034	500,000	-	-	-	4,529,034	-	5,029,034
66031	5103		Student Loan Pgr - FD 5103	2,614,027	-	-	2,614,027	-	-	-	2,614,027
Total 1.2				\$ 7,643,061	\$ 500,000	\$ -	\$ 2,614,027	\$ -	\$ 4,529,034	\$ -	\$ 7,643,061
1.3 COLLEGE READINESS AND SUCCESS											
30006	0001		Student Success	1,516,976	1,577,518	(60,542)	-	-	-	-	1,516,976
40018	0001		Apply Texas	811,000	-	-	-	-	-	811,000	811,000
40102	0001		TWC Advise TX IO	97,000	-	-	-	-	-	97,000	97,000
40106	0001		e TAFSA Development	64,400	-	-	-	-	64,400	-	64,400
30004	0001		Developmental Education	1,280,904	1,285,250	(4,346)	-	-	-	-	1,280,904
30003	0001		Advise TX	1,950,000	1,950,000	-	-	-	-	-	1,950,000
40101	0001		University of Virginia Texting	-	-	-	-	-	-	-	-
40104	0001		Virtual Advising CAC	-	-	-	-	-	-	-	-
Total 1.3				\$ 5,720,280	\$ 4,812,768	\$ (64,888)	\$ -	\$ -	\$ 64,400	\$ 908,000	\$ 5,720,280
1.4 TEXAS ONCOURSE PROGRAM											
40105	0001		Texas Oncourse Program	3,788,050	4,735,063	(947,013)	-	-	-	-	3,788,050
Total 1.5				\$ 3,788,050	\$ 4,735,063	\$ (947,013)	\$ -	\$ -	\$ -	\$ -	\$ 3,788,050
Total Initiatives				\$ 41,132,866	\$ 24,293,349	\$ -	\$ 2,614,027	\$ -	\$ 13,126,854	\$ 1,098,636	\$ 41,132,866
B AFFORDABILITY AND ACCESS											
1.1	13099	0001	TEXAS GRANT PROGRAM	433,292,738	433,287,738	-	-	-	-	5,000	433,292,738
1.2	06105	0001	TUITION EQUALIZATION GRANTS	89,305,146	89,305,146	-	-	-	-	-	89,305,146
1.3	36002	0001	TEOG PUBLIC COMMUNITY COLLEGES	44,236,458	44,236,458	-	-	-	-	-	44,236,458
1.4	36003	0001	TEOG PUB STATE/TECHNICAL COLLEGES	3,759,692	3,759,692	-	-	-	-	-	3,759,692
1.5	0001		COLLEGE WORK STUDY PROGRAM	9,169,523	9,169,523	-	-	-	-	-	9,169,523
22339			College Work Study Program	5,419,523	5,419,523	-	-	-	-	-	5,419,523
22349			Work Study Mentorship Program	2,750,000	2,750,000	-	-	-	-	-	2,750,000
30007			Texas WORKS	1,000,000	1,000,000	-	-	-	-	-	1,000,000
1.6	0802		LICENSE PLATE SCHOLARSHIPS - 0802	247,400	-	-	-	-	-	247,400	247,400
66001			Tx Water Works - 4013	2,200	-	-	-	-	-	2,200	2,200
66002			College for Texans - 4001	1,000	-	-	-	-	-	1,000	1,000
66003			Collegiate Schlrsip License Plate - 4002	-	-	-	-	-	-	-	-
66004			Collegiate Crossover Lic Plate - 4003	34,000	-	-	-	-	-	34,000	34,000
66005			Houston Rodeo - 4004	6,200	-	-	-	-	-	6,200	6,200
66006			Cotton Boll - 4005	13,800	-	-	-	-	-	13,800	13,800
66007			Girl Scout - 4006	2,100	-	-	-	-	-	2,100	2,100
66008			Boy Scout - 4007	6,700	-	-	-	-	-	6,700	6,700
66009			LSU Alumni - 4008	60,000	-	-	-	-	-	60,000	60,000
66010			Univ of Florida - 4009	33,800	-	-	-	-	-	33,800	33,800
66011			MADD License Plate - 4010	700	-	-	-	-	-	700	700
66012			SMU Royalty License Plate - 4011	10,300	-	-	-	-	-	10,300	10,300
66013			Omega Psi Phi Fraternity L.P. - 4012	11,000	-	-	-	-	-	11,000	11,000
66014			Baylor University - 4014	14,120	-	-	-	-	-	14,120	14,120
66015			Univ of Mary Hardin Baylor - 4015	1,270	-	-	-	-	-	1,270	1,270
66016			Austin College - 4016	1,890	-	-	-	-	-	1,890	1,890
66017			Rice University - 4017	9,730	-	-	-	-	-	9,730	9,730
66018			Southern Methodist Univ - 4018	4,750	-	-	-	-	-	4,750	4,750
66019			Texas Christian Univ - 4019	7,560	-	-	-	-	-	7,560	7,560
66020			Lubbock Christian Univ - 4020	410	-	-	-	-	-	410	410

TEXAS HIGHER EDUCATION COORDINATING BOARD
Initiatives and Programs Method of Finance
FY23 Budget

Initiatives and Programs			Method of Finance						
Goal	Strategy	Total Expenditure Budget	General Revenue	GR Transfers	GR Dedicated	Federal Funds	Student Loans	All Other Sources	Total Source of Funds
66021	St. Mary's University - 4021	1,570	-	-	-	-	-	1,570	1,570
66022	Southwestern University - 4022	810	-	-	-	-	-	810	810
66023	University of St. Thomas - 4023	890	-	-	-	-	-	890	890
66024	Univ of the Incarnate Word - 4024	-	-	-	-	-	-	-	-
66025	Houston Community College - 4025	4,600	-	-	-	-	-	4,600	4,600
66026	Baylor Bears Crossover L.P. - 4026	18,000	-	-	-	-	-	18,000	18,000
1.7 36010 0001	EDUCATIONAL AIDE PROGRAM	481,616	481,616	-	-	-	-	-	481,616
1.8 0001	TEXAS ARMED SERVICES SCHLRSH PGM	3,335,000	3,335,000	-	-	-	-	-	3,335,000
21968	TX ARMED SERVICES SCHOLARSHIP	3,335,000	3,335,000	-	-	-	-	-	3,335,000
32223	TX ARMED SERVICES SCHOLARSHIP	-	-	-	-	-	-	-	-
1.9 32018 0001	OPEN EDUCATIONAL RESOURCES	231,024	231,024	-	-	-	-	-	231,024
1.10 0001	STUDENT FINANCIAL AID	55,000,000	55,000,000	-	-	-	-	-	55,000,000
36029	B.1.10 TEXAS Grants	41,765,422	41,765,422	-	-	-	-	-	41,765,422
36030	B.1.10 TEG	8,608,192	8,608,192	-	-	-	-	-	8,608,192
36031	B.1.10 TEOG Comm Colleges	4,263,986	4,263,986	-	-	-	-	-	4,263,986
36032	B.1.10 TEOG Public Colleges	362,400	362,400	-	-	-	-	-	362,400
		-							-
Total Affordability and Access		\$ 639,058,597	\$ 638,806,197	\$ -	\$ -	\$ -	\$ -	\$ 252,400	\$ 639,058,597
		-							-
		-							-
C INDUSTRY AND WORKFORCE SUPPORT									
1.1 0555	CAREER / TECHNICAL EDU PGMS - 84.048	35,891,730	-	-	-	35,891,730	-	-	35,891,730
50009	AIR-IES RCT 84-305H	-				-			-
52001	Perkins Admin - 84-048	1,555,119				1,555,119			1,555,119
52003	Perkins Formula - 84.048	30,274,863				30,274,863			30,274,863
52005	Perkins Leadership 2 Yr - 84.048	1,758,374				1,758,374			1,758,374
17705	Perkins Leadership - 84.048	1,758,374				1,758,374			1,758,374
17710	Perkins NonTrad Leadership - 84.048	45,000				45,000			45,000
54005	SLDS ERC Upgrades 84.372A	-				-			-
54006	Wagner - Peyser Grad TX - 17.207	500,000				500,000			500,000
32506	GEER Upskil/Reskill - 84.425C	-				-			-
32507	GEER Online Learning - 84.425C	-				-			-
32508	GEER Data Infrastructure - 84.425C	-				-			-
32509	GEER Interest Revenue - 84.425C	-				-			-
32510	GEER DCS - 84.425C	-				-			-
1.2 36009 0001	BILINGUAL EDUCATIONAL PROGRAM	731,250	731,250	-	-	-	-	-	731,250
1.3 0001	EDUCATIONAL LOAN REPAYMENT	21,889,063	7,121,571	-	14,767,492	-	-	-	21,889,063
36028	Peace Officer Loan Repayment PGM	2,063,757	2,063,757						2,063,757
36005	Mental Health Prof LRP	1,035,938	1,035,938						1,035,938
56004	Mental Health Prof LRP 93.165	-				-			-
21949	Physician Ed Loan Repay PGM	14,767,492			14,767,492				14,767,492
36025	Nursing Faculty LRP - Fd 0001	1,462,500	1,462,500						1,462,500
13199	Teach for Texas	-				-			-
13499	Teach for TX - ALT Cert Cond Grt	-				-			-
13599	Teach for Texas LRP	1,304,063	1,304,063						1,304,063
36004	Math and Science LRP	1,255,313	1,255,313						1,255,313
		-							-
Total Industry and Workforce Support		\$ 58,512,043	\$ 7,852,821	\$ -	\$ 14,767,492	\$ 35,891,730	\$ -	\$ -	\$ 58,512,043

TEXAS HIGHER EDUCATION COORDINATING BOARD
Initiatives and Programs Method of Finance
FY23 Budget

Initiatives and Programs			Method of Finance						
Goal	Strategy	Total Expenditure Budget	General Revenue	GR Transfers	GR Dedicated	Federal Funds	Student Loans	All Other Sources	Total Source of Funds
D INDUSTRY WORKFORCE - HEALTH RELATED									-
1.1	0001 FAMILY PRACTICE RESIDENCY PROG	4,750,000	4,750,000	-	-	-	-	-	4,750,000
	08793 Family Practice Residency Prog - 0001	4,636,043	4,636,043	-	-	-	-	-	4,636,043
	08794 FP - Rural & Pub Health Rotation - 0001	113,957	113,957	-	-	-	-	-	113,957
1.2	0001 PRECEPTORSHIP PROGRAM	1,425,000	1,425,000	-	-	-	-	-	1,425,000
	23030 FP Statewide Preceptorship	475,000	475,000	-	-	-	-	-	475,000
	23130 IM Statewide Preceptorship Prg	475,000	475,000	-	-	-	-	-	475,000
	23230 Peds Statewide Preceptorship	475,000	475,000	-	-	-	-	-	475,000
1.3	0001 GME EXPANSION	99,525,000	88,525,000	-	-	-	-	11,000,000	99,525,000
	32011 GME Unfilled Position	4,739,027	4,739,027	-	-	-	-	-	4,739,027
	32012 GME New/Expanded Programs	11,668,058	11,668,058	-	-	-	-	-	11,668,058
	32013 GME Expansion	71,878,570	71,878,570	-	-	-	-	-	71,878,570
	32014 GME Planning Grants	239,345	239,345	-	-	-	-	-	239,345
	42002 GME Expansion / GME Perm Fund - 2179	11,000,000	-	-	-	-	-	11,000,000	11,000,000
1.4	62001 0001 TRAUMA CARE PROGRAM	1,957,203	1,957,203	-	-	-	-	-	1,957,203
1.5	32016 0001 JOINT ADMISSION MEDICAL PROGRAM	-	-	-	-	-	-	-	-
1.6	34009 0001 PROF NURSING SHORTAGE REDCTN PGM	9,440,024	9,440,024	-	-	-	-	-	9,440,024
1.10	32023 0001 CHILD MENTAL HEALTH CARE CONSORTIUM	59,254,136	59,254,136	-	-	-	-	-	59,254,136
Total Industry Workforce - Health Related			\$ 176,351,363	\$ -	\$ -	\$ -	\$ -	\$ 11,000,000	\$ 176,351,363
E BAYLOR COLLEGE OF MEDICINE									-
1.1	BAYLOR COLLEGE OF MEDICINE - UGME	39,814,866	39,814,866	-	-	-	-	-	39,814,866
	06108 0001 Baylor COM - UGME	36,490,669	36,490,669	-	-	-	-	-	36,490,669
	34013 0001 Baylor COM - UGME (Add'l Formula Funding, Art. IX-Sect 17.47)	996,696	996,696	-	-	-	-	-	996,696
	34015 0001 Baylor COM - UGME (Add'l Formula Funding, Art. IX-Sect 17.34)	2,327,501	2,327,501	-	-	-	-	-	2,327,501
1.2	BAYLOR COLLEGE OF MEDICINE - GME	8,423,496	8,423,496	-	-	-	-	-	8,423,496
	34008 0001 Baylor COM - GME	8,013,731	8,013,731	-	-	-	-	-	8,013,731
	34014 0001 Baylor COM - GME (Add'l Formula Funding, Art. IX-Sect 17.47)	409,765	409,765	-	-	-	-	-	409,765
1.3	13069 0823 BAYLOR C.O.M. TOB PERM ENDOW - 2823	1,425,000	-	-	-	-	-	1,425,000	1,425,000
1.4	13070 0810 BAYLOR C.O.M. PERM HEALTH FND - 2810	1,914,193	-	-	-	-	-	1,914,193	1,914,193
Total Baylor College of Medicine			\$ 51,577,555	\$ -	\$ -	\$ -	\$ -	\$ 3,339,193	\$ 51,577,555
F TOBACCO FUNDS									-
1.1	13067 0825 EARNINGS - MINORITY HEALTH - 2825	1,066,551	-	-	-	-	-	1,066,551	1,066,551
1.2	13068 0824 EARNINGS - NURSING/ALLIED HEALTH - 2824	1,883,810	-	-	-	-	-	1,883,810	1,883,810
Total Tobacco Funds			\$ 2,950,361	\$ -	\$ -	\$ -	\$ -	\$ 2,950,361	\$ 2,950,361
G RESEARCH AND INNOVATION									-
1.1	21928 0001 TEXAS RESEARCH INCENTIVE PROGRAM	16,625,000	16,625,000	-	-	-	-	-	16,625,000
1.2	0001 AUTISM PROGRAM	3,705,000	3,705,000	-	-	-	-	-	3,705,000
	32006 Autism-Parent Dir Trmt	2,137,500	2,137,500	-	-	-	-	-	2,137,500
	32007 Autism-BCBA Training	902,500	902,500	-	-	-	-	-	902,500
	32008 Autism-Research, Admin Support	665,000	665,000	-	-	-	-	-	665,000
Total Research and Innovation			\$ 20,330,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,330,000
Total Program Budget			\$ 948,779,919	\$ 880,578,743	\$ 14,767,492	\$ 35,891,730	\$ -	\$ 17,541,954	\$ 948,779,919
Total Agency - FY23			\$ 989,912,785	\$ 904,872,092	\$ 17,381,519	\$ 35,891,730	\$ 13,126,854	\$ 18,640,590	\$ 989,912,785

William “Glenn” Tramel
Senior Director of Human Resources

Glenn Tramel joined the Texas Higher Education Coordinating Board on September 16, 2019 and now serves as the Senior Director of Human Resources. Previously he served as the Director of Human Resources for the Texas Veterans Commission and as a Human Resources Generalist for the Texas Real Estate Commission.

Prior to joining the state, Glenn spent for more than 28 years in the United States Army. He served as an Armored Cavalryman with several overseas tours including two combat deployments to Iraq. He left the Army in 2015 with the rank of Command Sergeant Major.

Glenn holds Master of Arts degrees in both Human Resources Management and Management and Leadership from Webster University. He maintains a certification as a Senior Professional in Human Resources (SPHR) through the Human Resources Certification Institute (HRCI) and certificate in Basic Mediation and Dispute Resolution through the Center for Public policy Dispute Resolution.

Human Resources Department

Objectives: To support the agency in its mission to promote access, affordability, quality, success, and cost efficiency in state institutions of higher education, through 60x30TX. To meet these objectives, the Human Resources (HR) staff engages in maintaining professional work relationships with its HR counterparts in state government and higher education institutions; participates in professional development activities and research to stay up-to-date with the HR industry and legal changes; and commits to a culture of excellence that is based in accountability, competency, and transparency in conducting the agency's human resources activities.

Duties of the Human Resources Department include, but are not limited to:

- Development and implementation of personnel recruitment and retention strategies.
- Development and implementation of employment process and selection procedures.
- Management of the agency's classification and compensation system.
- Development and implementation of employee performance plan and evaluation system.
- Ensuring compliance with state and federal laws and regulations, such as equal employment criteria, the Fair Labor Standards Act, the Americans with Disabilities Act, the Family and Medical Leave Act, State Auditor's Office reporting requirements, and other relevant state and federal laws and regulations.
- Development and implementation of personnel policies and procedures.
- Development and implementation of employee relations activities.
- Administration of employee benefits programs.
- Development of training and the provision of educational opportunities to promote individual success.
- Design and maintenance of a management information system related to human resources activities and records management.
- Development and implementation of a safe and healthful working environment.

Zhenzhen Sun**Assistant Commissioner for Information Solutions and Services/Chief Information Officer**

Zhenzhen Sun has been with the Texas Higher Education Coordinating Board since August 2013. She currently serves as the Assistant Commissioner for Information Solutions and Services and the Board's designated Information Resources Manager (IRM).

As the Chief Information Officer of the Coordinating Board, Ms. Sun's vision is for the Agency to move towards value-centric IT management, where benefits from IT investments are well quantified and communicated, and outcomes are measured. Her job responsibilities include working closely with the Agency leadership and the key business stakeholders on building an effective IT governance structure, integrating quality, accessibility, efficiency and accountability into all IT activities, building strategic partnership with the Department of Information Resources (DIR) and other state agencies, and setting ambitious yet practical milestones to support the Agency in fully implementing the state's higher education strategic plan.

Ms. Sun has over 15 years' experience in successfully implementing IT solutions in both private and public sector organizations. Prior to joining the Coordinating Board, she was the Executive Director for Research Computing & Communications at the University of Texas at San Antonio (UTSA).

Ms. Sun holds a master's degree in Information Science from the University of North Carolina at Chapel Hill. She's a member of the Department of Information Resources Advisory Committee that guides the State Strategic Plan on Technology for 2022 – 2026. She also serves on the State Data Strategic Plan Advisory Committee.

Information Solutions and Services

Objectives: To partner with the agency's business and program areas in the delivery of business solutions, information services and continuous improvement to the agency and its stakeholders; to support the THECB's mission in Texas higher education through the provision and support of cost effective, reliable, secure, and responsive information technology systems; to enable informed planning, foster creative leadership and sustain the efficient and effective management of the agency's information resources.

Duties of the Information Solutions and Services include, but are not limited to:

- Enable the agency to effectively meet its mission and goals with the appropriate and innovative use of information resource technologies.
- Establish and implement repeatable project and resource management best practices for the benefit of the Agency in a way that ensures collaboration, quality, and overall improvement in our organization.
- Provide a stable and progressive technology environment for agency staff to utilize in the performance of their duties as they work towards divisional and agency goals.
- Integrate quality, accessibility and efficiency into development, design, implementation and maintenance activities to provide value driven business solutions.
- Ensure that Agency information resources are secure and protected by recommending and implementing controls to prevent disruption, financial loss, and privacy breach incidents.

Elizabeth Mayer
Director of Policy

Elizabeth joined the Coordinating Board in May 2020 as Director of Policy. She leads the policy office and provides advanced research and analyses on policy issues and innovations, and monitors and advances agency priorities and state higher education goals.

She began her career in higher education at the THECB in 2008 as a Program Director. In 2013, she joined the staff at UT System, where she served as a Senior Research and Policy Analyst focusing on issues of affordability, dual credit, transfer, and educator preparation. Elizabeth has a Master's in Public Affairs from the LBJ School at UT Austin and bachelor's degree in International Relations and Diplomacy from Seton Hall University.

Jennie Kennedy
Chief Privacy Officer

Jennie Kennedy is the Chief Privacy Officer at the Texas Higher Education Coordinating Board. Jennie has spent her career working in and around Texas government, most recently as Chief of Staff and Director of Public Affairs of Texas AFT, where she focused on internal governance and government relations, respectively. Previously, Jennie served as Chief of Staff and General Counsel for a state House member, and as Policy Director for University of North Texas System, where she worked to advance higher education policy at all levels of government and acted as the System's liaison to the Texas Higher Education Coordinating Board.

Ray Martinez III, J.D.**Deputy Commissioner for Academic Affairs and Workforce Education**

As Deputy Commissioner for Academic Affairs and Workforce Education for the Texas Higher Education Coordinating Board (THECB), Ray Martinez leads the THECB's critical functions in academic programs, workforce education, and postsecondary readiness and success. Working on the frontiers of higher education policy and strategic partnership development, Ray's responsibilities include developing and maintaining effective, evidence-based administrative processes and strategies for streamlining students' pathways to affordable, high-quality, and high-value credentials; sustaining strong partnerships with higher education leaders and employers to accelerate innovation in educational delivery, research and development, and workforce education; and securing input and support from key internal and external stakeholders to execute and advance the THECB's strategic priorities.

Previous to his current position, Ray served for six years as president of the Independent Colleges and Universities of Texas (ICUT), a membership association located in Austin which serves the state and federal policy interests of Texas' nonprofit, independent institutions of higher education. Prior to joining ICUT, Ray served as chancellor of Western Governors University (WGU) Texas. He also has held senior government relations positions at Rice University and Texas A&M International University, and he previously served as the director of the Committee on Higher Education in the Texas Senate.

Ray has substantial federal policy experience, having served in the Clinton Administration as regional director for the U.S. Department of Health and Human Services and on the White House staff as deputy assistant to the president for Intergovernmental Affairs. Ray returned to federal service in 2003 after being nominated by President George W. Bush – and confirmed by the U.S. Senate – to serve as a commissioner on the U.S. Election Assistance Commission, a bipartisan federal agency responsible for assisting state and local governments to improve the process of election administration.

Ray has put his extensive state and federal policy experience to work in the college classroom. From 2007 – 2013, he served as an adjunct professor of public policy at The University of Texas School of Law and the Lyndon B. Johnson School of Public Affairs, where he taught a course on election administration, redistricting, and campaign finance. His writings and commentaries on a variety of election law issues have been printed in various periodicals, including the *New York Times*, *Baltimore Sun*, *Roll Call*, and the *Election Law Journal*. Ray recently completed a three-year term as a member of the Board of Trustees for the Southern Association of Colleges and Schools Commission on Colleges,

which guides the organization's work and implements the accreditation process for public and private institutions of higher education in an 11-state region, including Texas.

A native of Alice, Texas, Ray received his bachelor's degree from Southwestern University and his law degree from the University of Houston Law Center. A native of Alice, Texas, Ray received his bachelor's degree from Southwestern University and his law degree from the University of Houston Law Center. Ray and his wife, Beth, a Clinical Social Worker, reside in Austin.

Office of the Deputy Commissioner for Academic Affairs and Workforce Education

The Deputy Commissioner serves as the agency's chief academic officer and is responsible for the overall management of the Coordinating Board's operations related to academic planning, college readiness and success, policy analysis, program development, workforce education, and digital learning. This office oversees the implementation of higher education planning efforts and the development of sound education policies related to workforce education and digital learning.

The Deputy Commissioner's Office coordinates the work of four divisions of the agency:

- Academic and Health Affairs
- College Readiness and Success
- Digital Learning
- Workforce Education

The Deputy Commissioner reports directly to the Commissioner of Higher Education and serves as a member of the agency's executive leadership team.

Responsibilities assigned to the Deputy Commissioner for Academic Affairs and Workforce Education include, but are not limited to, the coordination and oversight of the:

- Oversight of College Readiness and Success; Adult Basic Education, Developmental Education, Educator Quality, and Outreach.
- Approval of requests for new academic programs while considering quality and unnecessary duplication.
- Approval of degree programs at career colleges and regulation of unaccredited private postsecondary institutions.
- Approval and monitoring of postsecondary technical/vocational educational programs and adult vocational education offerings.
- Administration of Carl Perkins federal grant funds for workforce education, including inter-agency initiatives for cooperative administration of Tech-Prep and School-to-Work programs.
- Leadership for the agency's digital learning efforts including the OER grant program, the OERTX Repository, and future Digital Learning Clearinghouse.
- Collection, analysis, and reporting of higher education data, ad hoc studies, and recommendations for improving higher education.
- Preparation of reports to the Legislature on policy issues and legislatively mandated issues.
- Administration of state-funded grants such as the Advanced Research Program and the Family Residency Program to Texas colleges, universities, and health science centers.
- Monitoring of key higher education issues nationally and internationally for purposes of the advancement, innovation, and development of forward-looking higher education policies in Texas.

Academic and Health Affairs Division

The Academic Health Affairs (AHA) Division provides leadership, guidance, expertise, and resources to improve the efficiency and quality of higher education in Texas. The AHA staff promote the goals of the agency's *60x30TX* plan and facilitate collaborative solutions with Texas higher education institutions to develop new degree and certificate programs that are responsive to the workforce, encourage quality and equity, and drive student completion. AHA is responsible for the administration and management of more than \$100 million in grant funding through programs established to support Texas public higher education.

Duties of the AHA Division include, but are not limited to:

- Provides oversight for Texas public and independent institutions of higher education to encourage and promote excellence in undergraduate and graduate education degree programs available for Texas students.
- Provides oversight for and consults with Texas public institutions of higher education to develop and refine proposals to offer new certificate, undergraduate, and graduate degree programs prior to consideration by the Board.
- Encourages the development of new graduate programs that improve the research competitiveness of Texas universities and health-related institutions in the competition for federal research dollars and help Texas industry lead the way in global competition.
- Encourages the development of new certificates, bachelor's, and master's degree programs based on demonstrated workforce demand, that allow students to progress quickly and efficiently, while maintaining academic rigor through innovative curricula and delivery.
- Convene committees to address current topics in undergraduate transfer.
- Collaborates with all institutions of higher education to meet the state's future educational needs, with a focus on increasing student completion, enabling students to identify skills, and maintaining manageable student debt.
- Provides research and analysis to state legislative and executive branches on proposed higher education-related legislation and policy initiatives.
- Staff serve as agency representatives on statewide committees, including the Texas Child Mental Health Care Consortium, Statewide Health Coordinating Council, Statewide Behavioral Health Coordinating Council, Texas Center for Nursing Workforce Studies, Texas Immunization Stakeholder Working Group, State Board of Educator Certification, and Texas Holocaust and Genocide Commission.
- Collects, reviews, analyzes, and publishes research data on Texas general academic and health-related institutions research efforts, including research expenditures and restricted research expenditures.

- Publishes studies that assess the need for specific degree programs, such as veterinary medicine and studies that provide an overview of the need for graduate medical education.

Academic Quality

- Responsible for the academic integrity of public colleges, universities, and health-related institutions serving almost 1.4 million students in Texas.
- Reviews degree program and administrative change requests from all public higher education institutions.
- Responsible for program approvals and revisions for all academic certificate and degree programs.
- Provides continual assessment of academic programs and statewide policies and programs to enhance the quality of higher education in Texas.
- Responsible for oversight of programs that traditionally lead to the practice of an occupation or profession. Examples include undergraduate programs in business, engineering, nursing, and architecture; and graduate programs such as medicine and law.
- Responsible for the maintenance of the annual list of low producing programs and identifies and notifies systems or institutions, as appropriate, of their low producing degree programs.
- Responsible for the maintenance of Texas Common Core that promote efficient time to degree through transfer initiatives aimed at reducing excess semester credits.
- Responsible for monitoring the required elements of emerging research institutions pursuing the National University Research Fund.
- Serves as the state portal for the State Authorization Reciprocity Agreement (SARA), which allows member states, districts, and territories that establish comparable national standards for interstate offering of postsecondary distance education courses and degree programs.

Grant Programs

- Administers and manages the Family Practice Residency Program, which provides funding to 28 family medicine residency programs statewide. More than 80 % of residents remain and practice medicine in Texas following completion of residency training. Responsible for staffing the Family Practice Residency Advisory Committee, a statutory committee that makes funding recommendations to the Board related to the Family Practice Residency Program.
- Contracts and manages the Rural and Public Health Rotations program that provides family medicine residents an opportunity to spend a month in a rural community or engage in public health efforts.
- Contracts with The University of Texas System Office, Texas Medical and Dental Application Service to administer and manage the Joint Admissions Medical Program, which provides economically-disadvantaged undergraduate students a

pathway to a career in medicine and provides a guaranteed admission to a Texas medical school.

- Administers and manages Graduate Medical Education efforts to expand Graduate Medical Education in Texas through the GME Expansion effort, which supports more than 2,000 residency positions at more than 60 residency programs and provides planning grants to encourage the development of new medical residency programs.
- Administers and manages the competitive Autism Grant Program, which offers three categories of grants, including Parent-Directed Training, Teacher and Paraprofessional Training, and Innovative Treatment Models that support efforts to improve the education and care of children with Autism Spectrum Disorder.
- Administer and manages the Emergency Trauma Education Partnership Program (ETEP) to increase the number of medical residents training in emergency medicine and trauma care and increase the number of registered nurses pursuing graduate training in emergency and trauma care.
- Co-sponsor with the National Geographic Society, the Geography Education Grant Program to support projects designed to improve the quality of geography education in Texas K-12 environment, including collaborative efforts between Texas public and independent higher education institutions.
- Administers and manages the Texas Statewide Preceptorship Program, which provides funding to three non-profit organizations to increase Texas medical students' interest in the primary care medical specialties: family medicine, general internal medicine, and general pediatrics.
- Administers and manages the Minority Health Grant Program, a competitive grant program that provides funding to eligible higher education institutions for research efforts to increase minority students' participation in health professions education.
- Administers and manages the competitive Nursing Innovation Grant Program to increase the number of nurses in Texas by building capacity in institutions' simulation and skills laboratories and researching the range and distribution of clinical contact hours.

R. Jerel Booker, J.D.

Assistant Commissioner for College Readiness and Success

Jerel Booker serves as the Assistant Commissioner for College Readiness and Success for the Texas Higher Education Coordinating Board where he is responsible for overseeing college readiness, access, completion, advising, and outreach programs designed to increase the state's access to and completion of postsecondary credentials. He oversees the statewide GenerationTX campaign, ApplyTexas, Advise TX, ADVi – Virtual Advising, OnCourse, College and Career Readiness Standards, Texas WORKS Internship Program, Work-Study Mentorship, Texas Success Initiative (TSI), and developmental education/co-requisite efforts. Before joining the Coordinating Board, he served as the Executive Director of Stand for Children Texas, a national education advocacy nonprofit.

Booker previously served as Associate Commissioner for Educator and Student Policy Initiatives for the Texas Education Agency where he managed all aspects of educator quality and student initiatives in the state including educator certification, credentialing, standards, differentiated compensation, professional development, investigations as well as student health and safety. He oversaw the daily operations of over \$500 million in education initiatives, and over \$6 billion in federal American Recovery and Reinvestment Act funds.

Booker's professional career also includes service as an Associate Vice President for External Affairs at Coppin State University, an education legislative/policy advisor to the Governor of Maryland, as well as the Director of Policy & Legislative Affairs for the Maryland Higher Education Commission. Early in his career, Booker worked as a teacher in the Baltimore City Public School System and taught undergraduate and graduate level courses in political science and criminology. He received his Bachelor's degree in Journalism from the University of Texas at Austin, his Masters of Science in Criminology from the University of Baltimore, and earned his Juris Doctorate from Howard University School of Law.

College Readiness and Success Division

The Division for College Readiness and Success (CRS) works to ensure Texas has an accessible and equitable higher education system where all students are supported to complete a credential of value.

Our strategic priorities:

- A. Facilitate access to higher education for all students.
- B. Drive and support implementation of policies that ensure students are prepared for college-level work.
- C. Implement programs and training to support high-quality college advising.
- D. Support strategies and policies to improve rates of college completion.
- E. Promote education, and policies and practices that improve student financial wellness.
- F. Pursue critical innovations and creative interventions to drive ongoing system improvements.
- G. Provide capacity-building support and technical assistance to institutions of higher education.

In recognition of the importance of our team members and their contributions to our work as a division, we also work to nurture a supportive, collaborative, and engaging workplace for our team.

Our strategic priority areas work together to accomplish the agency's priorities and achieve the goals of *Building a Talent Strong Texas*, the refresh of our *60x30TX Strategic Plan*. Examples of projects currently being undertaken this biennium are listed below and reflect how our division works together to accomplish our goals in service to Texas students and postsecondary institutions.

Key Programs and Initiatives

Advise TX

Advise TX College Advising Corps (CAC) is a partner program of the national CAC and a priority program of the Texas Higher Education Coordinating Board. Advise TX CAC places recent college graduates as full-time "near-peer" advisers in high schools with low college-going rates. Advise TX CAC has the primary goal of raising the rates of college enrollment and completion among low-income and first-generation college students. The premise of Advise TX CAC is that many qualified students are deterred from pursuing higher education by non-academic barriers, including lack of information about college admissions and financial aid. Advise TX CAC had previously been sponsored by the THECB through the federal College Access Challenge Grant (CACG), private entities, foundations, and businesses, including the Texas Higher Education Foundation (The Foundation) and the CAC. Current funding supports approximately 108 high schools in Texas.

Participating Institutions: Texas A&M University, The University of Texas at Austin, Texas Christian University, and Trinity University.

With Governor's Emergency Education Relief (GEER) funds and continued partnership with CAC, the Coordinating Board will expand Advise TX to additional Historically Black Colleges and Hispanic Serving Institutions. We will leverage Advise TX CAC and the Virtual Advising Project (ADVi) to scale effectively across these high-need regions.

The Coordinating Board will provide planning grants to five additional institutions in high need regions of the state to build a sustainable model for the Advise TX hybrid program. Similar to the Advise TX CAC program, recent college graduates will serve as a full-time, near-peer hybrid adviser and will build capacity by serving 2-3 participating high schools. These Advise TX CAC hybrid advisers will provide in-person and virtual advising to an expanded cohort of 12th grade students in their preparation for and transition to college. ADVi, THECB's virtual chatbot, will support participating high school campuses, providing students an opportunity to connect with their assigned Advise TX hybrid adviser for timely college and career guidance.

Human-centered design research to build a holistic and equitable advising strategy

With Governor's Emergency Education Relief (GEER) funds, THECB partnered with Artefact, a leading human-centered design research group to further our understanding of the field and develop a holistic and equitable advising strategy based on real student needs. Artefact is interviewing students, educators, and advisors across three key transition points, including, secondary to postsecondary, postsecondary to the workforce, and reentry to higher education. This research will inform the development of detailed personas of target audiences and a deep understanding of the current advising experience which we will use to identify opportunities to improve the system. Additionally, we are conducting a thorough review and analysis of technological interventions designed by the tri-agencies (THECB, the Texas Education Agency, and the Texas Workforce Commission) to support college and career advising. Together we will develop a plan to streamline and modernize the existing technology infrastructure to better support Texas students and college and career advisors. Finally, in collaboration with our tri-agency partners, and with the research and analysis conducted by Artefact, we will develop a holistic and equitable college and career advising strategy that best supports Texans during key transition points.

Advise TX Innovation and Opportunity Program

The Texas Workforce Commission (TWC) and the Texas Higher Education Coordinating Board (THECB) entered into an agreement to develop and effectively implement the Advise TX Innovation and Opportunity (Advise TX IO) program, an additional component of Advise TX, to foster access to and success in postsecondary education among eligible student with disabilities.

Advisers work closely with Vocational Rehabilitation (VR) counselors to identify eligible 9th to 12th grade students to participate within this program. Through Advise TX IO,

advisers provide counseling opportunities for enrollment in comprehensive transition or postsecondary education programs at institutions of higher education and offer instruction in self-advocacy. Students with disabilities can receive a wide range of assistance, resources, and information from Advise TX advisers including but not limited to career exploration, college fit research, requesting accommodations for SAT/ACT exams, identifying disability services on college campuses, submitting college applications and financial aid, self-advocating within higher education.

Apply Texas

Apply Texas is the common college application for both Texas and non-Texas students to apply to the many outstanding postsecondary institutions available in Texas. The Apply Texas System has two components, the Common Admission Application, and the Counselor Suite. The Coordinating Board works with an advisory committee to develop and maintain common applications for admission (for freshmen and transfer students) on a public site, accepted by all Texas public institutions of higher education. The Counselor Suite makes data available to authorized high school counselors regarding the status of their students' applications for aid for college through the Free Application for Federal Student Aid (FAFSA). While using the Counselor Suite portal, counselors, and authorized users access admission application data to determine whether their students have applied for admission to Texas institutions. In combination, these programs significantly facilitate student transition from high school to college and between colleges.

Comprehensive College Readiness and Success Models for 60x30TX (CRSM)

The purpose of the Comprehensive College Readiness and Success Models for 60x30TX (CRSM) is to award grants that support scaling and enhancing comprehensive strategies and activities to accomplish the agency's priorities for achieving the goals and targets of the state's higher education strategic plan, 60x30TX. To receive funding, eligible applicants must scale and enhance strategies and initiatives that support persistence and completions for underprepared students and college-ready students who may need additional support. Interventions such as corequisite models employ supplemental instruction, targeted tutoring, and other strategies to help ensure students' success in gateway courses and to build momentum to successful completions and transfers.

Financial Wellness

CRS supports the financial health of students throughout their higher education journey – during their transition to higher education, throughout their college experience, and as they transition to the workforce.

In 2019, CRS convened the Financial Wellness Learning Collaborative in partnership with Trellis Company to support student financial literacy and wellness during and after higher education. The Collaborative was a group of higher education professionals from across the state that worked for a full year to create actionable, practical tools to support institutions as they grow their efforts to improve student financial health. The resulting

report, [Understanding and Promoting Student Financial Wellness](#), was released in May 2021. The report details the efforts of the group and provides actionable information on practical tools and steps that can be undertaken by institutions of higher education to improve their students' financial wellness.

CRS also leveraged our collaborative relationship with Texas OnCourse and the expertise of the members of the Financial Wellness Learning Collaborative to develop a training module for higher education advisers on student financial wellness. This module is available on the Texas OnCourse Academy (see "Texas OnCourse Academy Powered by THECB") and is designed to help improve the quality of advising that students receive on topics like budgeting during college and responsible borrowing for higher education.

Finally, educational messaging for students and families regarding financial literacy and wellness is regularly incorporated into the efforts GenTX and ADVi.

Foster Care Liaison Program

House Bill 3748, passed by the 84th Texas Legislature, Regular Session, called for each institution of higher education and the Texas Higher Education Coordinating Board to designate at least one employee to act as a liaison officer for current and incoming students at institutions of higher education who were formerly in the conservatorship of the Department of Family and Protective Services. The Coordinating Board liaison, a member of the College Readiness and Success Division (DFPS), has collected information from the institutions about their designees and compiled a master list, including names, phone numbers and email addresses. This list has been shared with all liaisons to facilitate the sharing of information, as has basic information about state programs to assist students formerly under the conservatorship of the DFPS. The Texas Higher Education Foster Care Liaisons guide was created to: 1) offer the tools needed to be successful in the position as a foster care liaison; 2) identify key local, state, and national stakeholders and resources; and 3) highlight effective recruitment and retention strategies for working with foster care alumni.

Generation Texas

The Generation Texas (GenTX) is a public awareness campaign to promote a college-going and completion culture in Texas by helping high school students, especially first-generation students, navigate their way to and through higher education.

The GenTX campaign hosts two annual statewide initiatives, GenTX Month and GenTX Decision Day. GenTX Month, held in November, combines a statewide College Application and Financial Aid Awareness campaign where students at participating high schools are assisted through the college and financial aid application process (ApplyTexas, FAFSA/TASFA). Students are encouraged to complete at least one college application and apply for financial aid.

GenTX Decision Day, typically held on or around the 1st of May, is a statewide initiative to recognize high school seniors for their postsecondary plans and encourage younger

students and families to prepare early for postsecondary education. GenTX Decision Day serves as a reminder to seniors to complete the college admission process (application, financial aid, housing, and other institutional steps) by making a decision about which college to attend. GenTX promotes social media events and checklists on financial literacy to assist students in preparing for the next steps in money management as they head to college.

GenTX hosts a website, GenTX.org, which serves as a repository for information regarding planning, applying, and paying for college. The website is designed to inspire middle and high school students to think about the value of postsecondary education and how to achieve goals. The website also includes marketing materials that can be used by parents, educators, and community organizations to assist students and organize GenTX events and activities in their communities.

GradTX

GradTX is a major initiative underway to improve educational attainment for adult learners, which relates directly to the state's needs to reduce unemployment and strengthen workforce education. The Coordinating Board has relaunched its GradTX initiative as a pilot in the Greater Houston region to specifically target and support the population with some college, no credential. The new approach is a comprehensive regional strategy that brings institutions of higher education, business representatives, and community organizations together with the Coordinating Board team made possible through state and private philanthropic funding.

The important work that has begun in Houston includes a coordinated marketing and communications campaign, as well as a central one-stop shop for returning students and displaced workers which are components that make GradTX highly scalable. The Coordinating Board is in discussions with other higher education institutions about how we can rapidly extend access to new tools and strategies, and what kind of support they may need.

GradTX2.0 will expand opportunities, incentives, and support to help displaced Texas workers and Texans who have some college but no credential re-enroll at a Texas institution and open doors for them to reskill or upskill, get back on their feet, perhaps enter a new career path, and help drive the state's recovery.

P-16 Professional Development Conference

The Annual P-16 Professional Development Conference intends to bridge secondary and postsecondary education and supports the goals of the state's higher education strategic plan, 60x30TX. The conference engages K-12 counselors, higher education advisers, and other educators in learning more about college readiness, access, and success.

Postsecondary Opportunities for Students with Intellectual and Developmental Disabilities Survey and Advisory Council

THECB conducts an ongoing study on the college recruitment of persons with intellectual and developmental disabilities (IDD). The study is to identify previously made recruitment efforts, limitations on recruitment and possible methods for recruitment for this population.

The Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities is charged with the following:

- (1) Studying the accessibility of higher education for persons with IDD;
- (2) Providing advice regarding resolving barriers to accessing higher education for persons with IDD; and
- (3) Identifying, evaluating, and developing recommendations to address specific barriers to accessing higher education for persons with IDD who are or have been in the foster care system and any related data collection concerns.

The Council will develop and distribute educational outreach materials to increase awareness regarding postsecondary opportunities for this population.

Online TASFA

CRS is leading the charge to develop the online TASFA and link the application into the ApplyTX System per TEC Sec. 61.07762, as enacted by House Bill 2140, 86th Texas Legislature. THECB appointed an advisory committee of financial aid personnel and stakeholders who represent the needs of students to assist in developing procedures and recommendations for implementing the requirement. Per mandate, the committee provided a report of recommendations to the 87th Legislature.

CRS continues to collect stakeholder feedback on the technical and functional capabilities for the application. CRS convenes ad hoc workgroups with existing TASFA subcommittee members from the agency's Financial Aid Advisory Committee and the TASFA Advisory to ensure alignment on both the paper TASFA and the electronic TASFA.

During the 87th Texas Legislature, SB1860 extended the implementation timeframe for the availability of the online TASFA to the 2023-2024 academic year. The online TASFA will be linked to the ApplyTX System and will include TASFA filing status in the ApplyTX Counselor Suite. The online TASFA is expected to launch in October 2022.

Texas Corequisite Project (TCP)

Developmental Education Rider funds award competitive grants to provide targeted professional development support for Texas public institutions of higher education to develop, scale, and enhance comprehensive strategies and interventions to meet the requirements of House Bill (HB) 2223 (*85th Texas Legislature, Regular Session*). HB 2223 requires a certain percentage of an institution's underprepared students be enrolled in a corequisite model(s), which allows students to co-enroll in the gateway college course and a support intervention, such as tutoring and supplemental instruction, prior to the

student attaining the college readiness designation. Corequisite models are designed to help accelerate students through milestones towards successful completions and transfers as outlined in the state's higher education strategic plan, [60x30TX](#). The TCP also focuses on advising and continuous improvement strategies through a variety of professional developmental activities, both in-person and technologically based, that support institutions' efforts to meet the requirements of HB 2223 and enhance students' success.

Texas OnCourse

In 2015, the Texas State Legislature invested in improving college and career planning and readiness, creating Texas OnCourse (TXOC). In 2021, the 87th Texas Legislature moved operations from The University of Texas at Austin to THECB. With TXOC, all Texas graduates, no matter where they come from or where they are headed, have a plan for what is next. To date, the initiative has met and exceeded its goals in providing college and career planning resources to educators, students, and families.

The TXOC Academy has been recognized as the nation's most comprehensive digital learning platform for college and career advising. Over 18,000 educators across the state are registered to learn in the Academy. The TXOC College and Career Readiness Curriculum equips middle school teachers with lessons to support students in planning for college and career, while also fulfilling TEKS requirements. The TXOC student-facing products, MiddleGalaxy, MapMyGrad, and Share Your Road, are integrated in the curriculum and strategically designed to enhance student learning within their middle school college and career readiness course. The TXOC family guide helps families follow along and support their student through their college and career readiness course. In Spring 2021, TXOC will pilot a new digital tool to support families as they navigate college and career preparation with their student.

Texas OnCourse Academy Powered by THECB

Before Texas OnCourse joined THECB, they collaborated with CRS to create resources for higher education advisers and other professionals who support Texas students. This collaboration resulted in critical professional development opportunities for higher education advisers to ensure they can support students to complete postsecondary education and graduate with manageable debt. This partnership also resulted in a new module for K12 educators.

The following modules were developed as a result of this partnership:

- Holistic College Readiness Advising
- College Finances and Beyond
- Dollars and Sense: Supporting Student Financial Wellness
- Advising All Students to be College Ready (For K12 Educators)

Texas Success Initiative Assessment (TSIA)

As outlined in the Texas Education Code, Chapter C, Subchapter F-1, the Texas Success Initiative requires that all public institutions of higher education assess all entering, non-exempt students for their readiness to enroll gateway college courses. Institutions must use the TSIA and its Board-approved set of standard benchmarks for determining college-readiness. The assessment score, together with the diagnostic profile, serve as a starting point for required holistic advising using multiple factors, such as high school GPA, prior academic coursework, and non-cognitive factors, for the placement of underprepared students. The TSIA can also be used for determining eligibility for high school students enrolling in college-level courses via dual credit. The TSIA, now called TSIA, Version 2.0 (TSIA2) was updated in 2021 and includes several enhancements that improve students' testing experience.

Texas WORKS

Texas Working Off-Campus: Reinforcing Knowledge and Skills (WORKS) Internship Program is authorized by TEC Chapter 56, Subchapter E-1, §56.851. The program was established by the 86th Texas Legislature and is funded in part by the state of Texas out of a yearly student financial assistance appropriation of approximately \$1,000,000. TXWORKS, provides undergraduate college and university students in Texas the opportunity to; build their resumes with paid, professional work experiences; explore career options; strengthen and gain in-demand career competencies and associated skills, and position themselves for post-graduate employment. The TXWORKS program is administered by the Texas Higher Education Coordinating Board (THECB) in partnership with eligible Texas participating employers. While the THECB administers TXWORKS, the Texas Workforce Commission (TWC) supports the program by hosting the Texas Internship Challenge site found at the www.TXInternshipChallenge.com website, which supports the program outreach to students and employers, TXWORKS employer internship postings, and the internship application process. TXWORKS continues to conduct outreach with the goal of partnering with over 30 employers and serving 300 or more students.

Virtual Advising Project (ADVi)

The Virtual Advising Project reaches students with critical, timely information to support their postsecondary journey. A chatbot named ADVi – short for “advisor” and powered by Mainstay – uses artificial intelligence to provide support to Texans looking to attend or return to higher education.

ADVi uses text messages to provide student-friendly, accurate, and engaging information about key college access milestones, common questions, and action steps. If a student's inquiry is unable to be answered by ADVi or they need personalized support, the conversation is escalated to the Virtual Advising Project's virtual advisors. These professionals, trained and funded by the College Advising Corps, provide further

guidance and referrals. Between October 2020 and August 2021, virtual advisors addressed students' specific needs in more than 24,000 one-on-one conversations.

More than 175,000 students from the high school class of 2022 are currently receiving texts messages from ADVi. For the class of 2021, 181,000 received text messages, and 58% engaged with ADVi. ADVi also messaged 102,000 students who graduated in 2020 and applied for college but did not matriculate.

Work-Study Mentorship Program

The Work-Study Student Mentorship Program (WSMP) is authorized by TEC, Chapter 56, Subchapter E, §56.079. Rules establishing procedures to administer the program can be found in 19 TAC, Chapter 22, Subchapter G. The purpose of WSMP is to provide employment to eligible students with financial need to mentor, tutor, or advise students at participating institutions of higher education or high school students within local school districts and nonprofit organizations. The program's primary goal is to improve and increase student access, success, and completion of higher education and provide employed WSMP students with an opportunity to gain and strengthen career readiness skills. These student mentors, tutors, and advising positions are funded by a combination of state appropriations provided by the Texas College Work-Study (TCWS) Program and matching funds from participating institutions. The WSMP has been an active program for over ten years with a yearly appropriation of approximately \$2,750,000. In 2019-2020, the WSMP program employed over 700 college and university students and served over 130,000 college/university/high school students. For program year 2021-2022, there are over 55 participating higher education institutions continuing to serve students and their communities.

Other Projects and Partnerships

College and Career Readiness Standards, Development, and Implementation

The purpose of the College and Career Readiness Standards (CCRS), Development and Implementation, is to ensure Texas public high school graduates are appropriately prepared to be successful in entry-level college courses. Under House Bill 1, 79th Texas Legislature, Third Called Session, several provisions were added to the Texas Education Code giving the THECB authority to implement strategies to increase college readiness and success among both high school and college students.

Texas Education Code (TEC), Section 28.008, entitled "Advancement of College Readiness in Curriculum," was created by the Third Special Called Session of the 79th Texas Legislature. This section requires that the Texas Education Agency (TEA) and Texas Higher Education Coordinating Board (THECB) establish discipline-based vertical teams (VT) to develop College and Career Readiness Standards (CCRS) that address what students must know and be able to do to succeed in entry-level college courses offered at Texas public community/technical colleges and universities. TEC, Section 28.008 was amended by the 83rd Texas Legislature, Regular Session, to require that vertical teams

periodically review the college readiness standards and expectations and recommend any revisions of the standards for approval.

In fall 2017, the THECB contracted with Texas Tech University to facilitate the discipline-based vertical team review and revision process. Based on nominations solicited from all Texas public institutions of higher education, the THECB appointed academic and career/technical content experts to the English Language Arts (ELA) and Mathematics vertical teams. The TEA likewise appointed academic and career/technical content experts to each of the teams. The revised CCRS developed by the teams were shared with business and industry leaders to receive feedback for consideration in any final recommendations proposed by the vertical teams. The revised English language arts (ELA) and math standards were approved by the THECB and the Commissioner of Education in July 2018. The CCRS Phase 2 to revise the science, social studies, and cross-disciplinary standards is still pending.

FAFSA High School Graduation Requirement (House Bill 3)

Texas Education Code Sec. 28.0256, states before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA). Beginning with students enrolled in 12th grade during the 2021-2022 school year, each student must do one of the following to graduate:

- Complete and submit a Free Application for Federal Student Aid (FAFSA)
- Complete and submit a Texas Application for State Financial Aid (TASFA)
- Submit a signed opt-out form

The agency works closely with the Texas Education Agency to align implementation efforts. Additional information can be found at [House Bill 3 Implementation](#).

Projects Funded through the Governor's Emergency Education Relief Fund (GEER)

Student Success Program Inventory

THECB will contract with Ithaka S+R and Texas A&M Commerce to conduct an inventory of all student-success programs and initiatives at colleges and universities across the state over the past decade and build an evidence-based framework to pilot test with a subset of Texas institutions. In addition to collecting detailed information about each program in a standardized format, the inventory will be organized in a database structure serving multiple use-cases. The database and framework will enable institutions and Texas as a whole to invest in initiatives and programs proven to directly impact student success, especially for historically underserved populations.

Texas Completion Repayment Grant Program

To support the ongoing expansion and scaling supports for students with some college, no credential (SCNC) and for all students who had their postsecondary education

disrupted by the current health pandemic, THECB issued a Request for Applications (RFA) for the Texas Completion Repayment Program and awarded 29 public and private institutions of higher education to specifically address students' financial holds and other related institution-level student debt. This grant program will target funds to clear eligible students' institutional-level financial hold(s) and or other related arrears of up to \$1,000 per student to support persistence and completion of their certificate or degree programs.

Work-Based Learning Program

Work-based learning (WBL) provides students of any age, experience level, and background with real-life work experiences where they can apply acquired skills to develop their employability. Employers benefit from helping to train the next generation of workers, while institutions of higher education benefit because students who participate in internship/apprenticeship programs tend to persist and complete degrees at a higher rate than students who do not participate in WBL. WBL presents another opportunity to reinforce the vital connection between higher education and the workforce and strengthen their collaborative roles in economic development. The WBL stream of GEER III funds will be used to support the following:

- (1) augment and strengthen existing Coordinating Board efforts, including amplifying WBL opportunities in collaboration with Texas Workforce Commission (TWC),
- (2) support institution efforts to provide credential-seeking students with paid internship opportunities through the enhanced TXWORKS, and
- (3) support institution efforts to provide quality apprenticeship training.

Michelle Singh
Assistant Commissioner for Digital Learning

Michelle Singh, PhD, is the Assistant Commissioner of the Digital Learning Division at the Texas Higher Education Coordinating Board. Established in November 2020, the division provides leadership and advocacy for digital learning in higher education and promotes, sustains, and advances a quality digital learner experience positioning Texas as a world leader and resulting in globally competitive digitally proficient citizens. Her goals are to increase awareness of, build capacity for, and recognize digital excellence in higher education across the state. The division partners with institutions to expand established success in digital learning and foster creativity that emerged during the monumental shift to remote learning as a result of the pandemic. The digital learning portfolio includes grant programs for digital learning and open education resources (OER), institutional framework and capacity building grants, landscape surveys for OER and digital learning, Open Texas Conference and OERTX Fest, OERTX repository, and the Learning Technology Advisory Committee (LTAC). In addition, her team is actively designing the digital learning clearinghouse, DLTX, which will bring the digital learning community together by creating a collaborative interactive resource space where participants recognize that through digital learning we educate, learn, drive change, innovate, advocate, and lead.

Michelle served as the Texas A&M University Corpus Christi (TAMUCC) Associate Vice President for Teaching and Learning Technologies prior to joining the agency where she was responsible for the areas of digital learning, business intelligence, application administration, software development, and business analysis. She is internationally sought for expertise in the topics of digital transformation, optimization and modernization of data and technology, change management, and the ecosystem of digital learning.

Michelle is a recognized leader in the field and is currently serving as Chairperson of the Board for the Texas Distance Learning Association (TxDLA) and serves on the Advisory Board for the United States Distance Learning Association (USDLA). She has also served as a founding member and Chair of the Texas A&M University System Council for Academic Technology and Innovative Education, Chair of the LTAC for the THECB, and Chair of the South Texas Higher Education Regional Council.

Throughout Michelle's 20-year tenure in higher education, she has received numerous honors for her contribution to the advancement of the field of digital learning including the USDLA International Outstanding Leadership Award, the TxDLA Don Foshee Leadership Award and the Outstanding Commitment to Excellence and Innovation in Distance Learning. She most recently was recognized with the TAMUCC College of Education and Human Development Achievement Distinction, and the Corpus Christi Top Under 40 honor.

A proud native of the Rio Grande Valley, Michelle earned her bachelor's degree in computer science and master's degree in Counseling and Guidance from the University of Texas-Pan American and her PhD from Texas A&M University Corpus Christi. She and her husband Harmeet, both passionate educators, reside in Corpus Christi, Texas with their amazing son.

Digital Learning Division

The newest division of the THECB, established November 2020, the Division of Digital Learning Division (DDL) provides leadership and advocacy for digital learning in higher education and promotes, sustains, and advances a quality digital learner experience which results in globally competitive digitally proficient citizens. Goals for the division include increasing awareness of, building capacity for, and recognizing digital excellence. The DDL staff promote the goals of the agency's 60x30TX plan and partner with institutions to expand established success in digital learning and foster creativity that emerged during the monumental shift to remote learning as a result of the pandemic.

Duties of the DDL include, but are not limited to:

- Development, administration, and management of the Digital Learning Clearinghouse (DLTX), a comprehensive digital learning resource, program and service site which facilitates community connection and knowledge sharing to move digital excellence forward. The site is segmented into action verb personas (educate, learn, drive change, innovate, advocate, lead) that represent key stakeholders (faculty, learners, institutions, researchers, policy makers, innovators) that will help define the digital learning ecosystem of the future.
- Administration and management of the Open Educational Resource (OER) Grant Program, a state-funded competitive grant program that encourages faculty at institutions of higher education to adopt, modify, redesign, or develop courses that use only open educational resources. An OER is a teaching, learning, or research resource that is in the public domain or has been released under an intellectual property license that permits the free use, adaptation, and redistribution of the resource by any person.
- Administration and management of the OER Course Development and Implementation Grant Program, a Governor's Emergency Education Relief Fund (GEER)-funded competitive grant program established to enhance quality in online course offerings and reduce the costs of educational materials for students at Texas public and independent institutions of higher education through matching grants to support the development of new OER for online delivery and/or the redesign of courses using existing OER.
- Development, administration and management of GEER-funded programs to support quality digital learning.
- Collaboration with technical assistance partners that are experts in the fields of OER and responsive pedagogy – OpenStax at Rice University, Charles A. Dana Center at The University of Texas at Austin, and Dallas College – to aid GEER-funded OER grantees in developing digital, open courses and OER.
- Administration and management of the OERTX Repository, a state-funded digital library of OER and a community-building space where faculty, librarians, and instructional designers can collaborate to create and curate OER. OERTX

Repository also allows institutions to build hubs in order to facilitate faculty use and adoption of OER. The site launched in September of 2020.

- Provision of professional development for faculty and staff at institutions in OER discovery, curation, evaluation, authoring, and remixing, in partnership with the Institute for the Study of Knowledge Management in Education (ISKME).
- Provision of professional development for faculty and staff at institutions in digital learning.
- Development, administration, analysis, and reporting findings from a biannual landscape survey of learning technology policies and practices at higher education institutions in Texas, in partnership with the Learning Technology Advisory Committee.
- Development, administration, analysis, and reporting findings from a biannual landscape survey of OER programs, policies, and practices at higher education institutions in Texas, in partnership with ISKME and the Digital Higher Education Consortium of Texas (DigiTex).
- Organization and implementation of an annual statewide conference on OER and open pedagogy, Open Texas, in collaboration with DigiTex and the Texas Digital Library.
- Organization and implementation of an annual statewide conference for workshopping OER projects and facilitating networking among institutions engaged in OER work, OERTX Fest, in collaboration with OpenStax.
- Staffing of the agency's Learning Technology Advisory Committee (LTAC). The LTAC engages in substantive policy research and discussion regarding the role that learning technology plays in Texas higher education. LTAC also reviews institutional proposals for doctoral programs offered via distance education. The LTAC informs the Coordinating Board of how distance education and computer assisted instruction, including e-learning tools such as electronic textbooks and open course materials, can help the state reach the goals of 60x30TX.
- Consultation with the Texas Higher Education Foundation on the Texas Affordable Baccalaureate (TAB) Program Grants. The purpose of the TAB Program is to increase the availability of affordable baccalaureate programs at additional Texas public and independent higher education institutions through a combination of competency-based and traditional courses, online and in-person instruction, academic credit for work experience, and alternative low-cost tuition structures.
- Service as representatives and leadership on state- and nationwide committees, including the Region Leaders of Open Education of the Community College Consortium of OER, the planning committee for the international Open Education Conference, the Texas Digital Learning Association, and the United States Digital Learning Association.
- Provision of research and analysis to state legislative and executive branches on proposed digital learning-related legislation and policy initiatives.

Tina M. Jackson
Assistant Commissioner for Workforce Education

Tina Marie Jackson, PhD, serves as the Assistant Commissioner of Workforce Education at the Texas Higher Education Coordinating Board. In this role she works with all aspects of career and technical workforce initiatives and programs, including administration of the Carl D. Perkins Career and Technical Education Act.

Prior to joining the Coordination Board in 2020, Jackson served as the District Director of Developmental Education at Collin College. In this role she worked district wide on issues related to developmental education, completion and guided pathways to careers. In March 2019, Jackson's Developmental Education Program received the "2019 Promising Program Award" by the National Association of Developmental Education. In July 2018, Jackson was one of only 20 individuals across the United States selected for the American Association of Blacks in Higher Education (AABHE) Leadership and Mentoring Institute.

Previously Jackson worked as the statewide coordinator of Community College Programs at The University of Texas at Austin for five years helping to redesign developmental math throughout all 50 community colleges in the state of Texas. Jackson also served as Associate Dean of Science Technology Engineering & Math (STEM) at Dallas County Community College District. In 2013, Tina was named a Jackson Scholar by the University Council for Educational Administration. In 2012, Jackson was awarded a Community College Leadership Fellowship from the University of Texas at Austin. In 2012, she also received an award from the Association for the Study of Higher Education to continue her research on STEM Workforce Development in Community Colleges focusing on students of color. Jackson served as Vice President of Programs on the state board for the Texas Association of Black Personnel in Higher Education overseeing legislative issues impacting higher education from 2018-2020.

Jackson holds a Bachelor of Science degree, a master's degree in Education from the University of Minnesota and a PhD in Educational Administration from The University of Texas at Austin.

Workforce Education Division

The Workforce Education (WE) Division performs highly advanced professional managerial work involving all aspects of career and technical/workforce initiatives and programs, including the administration of the Carl D. Perkins Career and Technical Education Act, Private Postsecondary Institutions and the Texas Reskilling Support Grant Fund and the Texas Reskilling and Upskilling Education (TRUE) Program. The Workforce Education division is dedicated to supporting high value industry endorsed credential pathways that are responsive to changing labor market needs, while strategically working to align cross sectional talent pipelines between THECB, the Texas Workforce Commission and the Texas Education Agency.

Duties of the WE Division include, but are not limited to:

- Provides expertise and support to the Deputy Commissioner for Academic Affairs and Workforce Education and works collaboratively with other THECB divisions, institutions of higher education, and relevant state/national stakeholders on career and technical/workforce education programs and initiatives.
- Provides oversight and manages vocational and technical education grant programs and community and technical college advisory committees.
- Evaluates state needs for workforce education training and development; serves as the agency liaison to the Texas Workforce Commission on related programs and initiatives.
- Monitors and evaluates workforce education legislation related to community, state, and technical colleges and ensures appropriate staff is assigned to prepare fiscal notes and impact statements during each legislative session.
- Provides input and/or oversight for the Workforce Education Course Manual Advisory Committee, the Texas Common Course Numbering System, and the Academic Course Guide Manual Advisory Committee.
- Oversees and evaluates the development of divisional reports on statewide higher education policy issues related to workforce education programs and initiatives at community, state, and technical colleges.
- Responsible for the administration and monitoring of the federal Carl D. Perkins Career and Technical Education programs to postsecondary institutions, including the Basic Grant program, and State Leadership projects.
- Reviews career and technical education/workforce certificate and degree programs and administrative change requests from all community, state, other public institutions that offer CTE programs, and technical colleges. Examples include two-year community, state, and technical college applied associate degrees such as nursing, and automotive service technology.

- Collaborates with other state agencies, such as the Texas Workforce Commission, the Texas Education Agency, and the Texas Workforce Investment Council, to facilitate and provide support for career and technical education/workforce activities.
- Provides oversight of the state's private post-secondary educational institutions, including for-profit, and non-profit career colleges and schools and out-of-state institutions offering degrees in Texas, and works with regional and national accrediting agencies to ensure that standards are maintained.
- Provides annual updates and maintenance of the *Guidelines for Instructional Programs in Workforce Education* and the *Workforce Education Course Manual*, analysis of legislation relevant to the responsibilities of the department, provision of technical assistance to colleges and universities, and program quality assurance.

Lori Fey**Deputy Commissioner for Data Analytics and Innovation**

As Deputy Commissioner for Data Analytics and Innovation for the Texas Higher Education Coordinating Board (THECB), Lori Fey leads the THECB's Strategic Planning and Funding Divisions, Project Management and Improvement Office, and Innovation and Policy Development Division. Her primary responsibilities have included coordination of the Board's efforts toward achieving the goals of the Texas higher education plan, *60x30TX* and leading the agency's data modernization effort. Her team has responsibility for overseeing data tracking and analysis for this important statewide effort.

Previous to her current position, Lori worked in Texas public education and philanthropy since 2003 as a senior leader with the Michael & Susan Dell Foundation. Among other initiatives, Lori was instrumental in the development of the Texas Student Data System for K-12 education. She also founded and led the Ed-Fi Alliance, an education data standards and advocacy organization aimed at streamlining school districts' abilities to equip educators with improved decision-making data. Most recently, she served as director of the Rebuild Texas Fund, a \$100 million private philanthropic fund aimed at spurring rebuilding efforts in the 41 Texas counties hardest hit by Hurricane Harvey.

Lori holds a bachelor's degree in Finance from McCombs School of Business at The University of Texas at Austin.

Office of the Deputy Commissioner for Data Analytics and Innovation

The Deputy Commissioner is responsible for the overall management of the Coordinating Board's operations related to data collection and management - for higher education data as well as data related to the education to workforce pipeline provided by the Texas Education Agency and Texas Workforce Commission – as well as higher education finance and funding, and strategic priorities related to project management and key initiatives such as the Data Modernization Initiative and My Texas Future.

The Deputy Commissioner's Office coordinates the work of four divisions of the agency:

- Data Management and Research
- Funding and Resource Planning
- Project Management and Improvement
- Strategic Initiatives

The Deputy Commissioner reports directly to the Commissioner of Higher Education and serves as a member of the agency's executive leadership team.

Responsibilities assigned to the Deputy Commissioner for Data Analytics and Innovation include, but are not limited to, the coordination and oversight of the:

- Develop and oversee implementation of the Data Modernization Initiative to transition the agency's data management and use to modern, cloud-based platform and tools.
- Design, monitoring, and modification of the Texas Accountability System for Higher Education.
- Review and recommendation of changes to the formula for allocating legislative funding to higher education.
- Collection, analysis, and reporting of higher education data, ad hoc studies, and recommendations for improving higher education.
- Preparation of reports to the Legislature on policy issues and legislatively mandated issues.
- Monitoring of key higher education issues nationally and internationally for purposes of the advancement, innovation, and development of forward-looking higher education policies in Texas.
- Development and incubation of new projects aligned with the agency's strategic priorities.

Data Management and Research

Objectives: To provide the Coordinating Board (CB) with a comprehensive data collection and analytics capability related to higher education success and the delivery of accessible, affordable and quality higher education; to provide the public with accurate and meaningful information on these topics; and to support and encourage the use of data to inform policy and practice.

Educational Data Center

The mission of the Educational Data Center is to ensure that accurate and timely institutionally reported data are available to the agency for purposes of higher education analysis and reporting. The Center collects data from public universities, community colleges, state and technical colleges, health related institutions, independent colleges, and career and for-profit higher education institutions.

Educational Data Analysis Support Center

This area, located under the Education Data Center, is responsible for supporting the Information Access Initiative project designed to enhance analysis and reporting capabilities of CB staff and others. It also coordinates, provides data to, and confirms results from the Texas PK-16 Public Education Information Resource (TPEIR) initiative. The TPEIR project provides stakeholders in education with ready access to integrated public primary, secondary, higher education, and educator credential information for purposes of research, planning, policy, and decision making. This area also coordinates data exchanges with outside entities including the Texas Education Agency (TEA).

Data Analytics

The Data Analytics area is made up of two teams that work in close collaboration: the Higher Education and Workforce Data Analytics team coordinates ad hoc data requests, handles data visualizations, produces a range of annual reports and data analyses related to higher education, and higher education/workforce linkages. The team is primarily responsible for data analytics related to enrollments, retention, completions, attainment, licensure, and workforce that support the Accountability System, Almanac, and the 60x30TX Plan. The P-16 Data Analytics and Research team is primarily responsible for data analytics related to the P-16 pipeline and student transitions, including analysis of high school to college, dual credit, developmental education, and transfer data. This team also manages survey research and evaluation projects, external research partnerships, and coordination of the Education Research Centers.

The data analytics teams are responsible for the continued development of the Accountability System to improve higher education in Texas and for supporting the

Board's planning efforts, including assisting with the implementation of the Texas higher education plan, 60x30TX.

Higher education data is provided to a range of internal and external stakeholders upon request including institutions, the media, and state policy-makers.

Data Analytics teams are also responsible for the following:

- Higher Education Strategic Plan Progress Reports – provides an annual update on Texas' progress in meeting the goals and targets set forth in the Texas higher education plan.
- Participation forecasts – provides the Legislature and others with information on projected higher education enrollment.
- Texas Higher Education Almanac – supplies information and analysis for agency's annual publication of statewide and comparative higher education data.
- Coordination of agency information with the Texas Demographic Center and publication of various performance data on higher education.
- Program evaluation – reviews and supports evaluation of selected CB or externally funded projects on their ability to meet stated program goals. This often includes the design of evaluation projects, collection of survey and new data, and analysis of complex data for special projects and initiatives.
- Texas Regional Alignment Networks (TXRAN) – a program that works with local Independent School Districts (ISDs), community colleges, and universities, within specified regions of the state, to provide P-16 data and research to be used by local curriculum specialists and advisors for vertical alignment.
- Research – performs research on the effectiveness of CB and state higher education policies and programs including assisting with legislatively-required studies. Research topics include college readiness and developmental education, Advancement Placement Exam credit policies, HB 5 college preparatory courses, high school to college transition and transfer, and others.

Support of Education Research Centers

In accordance with legislative directive, the Division provides technical support and oversight for three Educational Research Centers (ERC) and their collaborative partners; maintains a large database of educational related data for use by the ERCs; and supports the work of the Advisory Board that authorizes research projects. The ERCs are located at UT Austin, UT Dallas, and the University of Houston.

Data Governance Council

The mission of the Data Governance Council (DGC) is to ensure that the Texas Higher Education Coordinating Board (THECB) data meets high reliability, validity, integrity, privacy, and security standards and is made available to key internal and external stakeholders. In addition, good governance ensures appropriate agency risk management of data in terms of security, privacy and confidentiality and ensures alignment of data-related policies and practices with agency strategic priorities. The DGC will approve new data collection requests within the agency, and document collection, storage access and usage activities across the agency to ensure transparency of data-related policies.

In the process of developing data-related policies and procedures, the DGC uses the following principles:

- Collect no more data than that which is necessary to carry out the THECB's assigned mission.
- Make reporting straightforward and manageable for all institutions.
- Continuously seek to eliminate duplicate or redundant reports.
- Make the data the THECB collects easily available and accessible (i.e., ease of use and ADA compliance) to all institutions and the public.
- Adhere to federal, state and agency privacy, security, and confidentiality parameters.
- Ensure adherence to equity minded principles in data collection, analysis, and reporting.

Emily Cormier**Assistant Commissioner for Funding and Resource Planning**

Emily Cormier joined the Texas Higher Education Coordinating Board in Spring of 2020 as the Assistant Commissioner for Funding. Prior to joining the Texas Higher Education Coordinating Board, Emily served as the Assistant Vice President for Governmental Relations at Texas A&M Health Science Center where she focused on state appropriations and policy issues relating to higher education and health care in Texas. Previously, Emily spent most of her career with the Legislative Budget Board (LBB), an agency that supports the appropriations process for the Texas Legislature. During her time at the LBB, Emily served as the budget manager for business and economic development agencies and as a budget analyst in higher education focusing on health related and general academic institutions funding. Emily also has experience in consulting on process improvement, change management, and regulatory training at pharmaceutical companies.

Emily supervises the work of the Funding and Resource Planning Team, which analyzes institutional student and financial data, including supporting the work of the state formula funding committees that recommend higher education funding levels to the legislature. The team also collects and analyzes information on facilities at institutions of higher education.

Emily holds a Bachelor of Science in Business Administration from Washington University in St. Louis, a Master of Public Health degree from The University of Texas Health Science Center at Houston, and a Master of Public Affairs degree from The University of Texas at Austin. Emily is also a graduate of the Governor's Executive Development Program through the LBJ School of Public Affairs at The University of Texas at Austin.

Funding and Resource Planning Division

Objectives: To provide the Coordinating Board (CB) with a comprehensive understanding and analysis of higher education funding and resource planning; to provide institutions and the public with accurate and meaningful information on these topics; to provide data to the Legislature for the allocation of funding of higher education and support of financing policies; and to administer trustee programs effectively and efficiently for the people of Texas.

Funding and Resource Planning

The Funding and Resource Planning team provides a wide range of analysis and supports or produces information in the following areas.

- **Formula Funding:** supports the development of the funding formula recommendations used to allocate most of the state appropriations to Texas public general academic institutions, community colleges, state colleges, technical colleges, and health related institutions.
- **Formula Funding Data:** provides the data and analysis to the Texas Legislature to support the appropriation of formula funding to the institutions of higher education.
- **Financial Analysis:** prepares and maintains data on historical appropriations levels; consolidates and prepares studies on expenditure levels across institutions of higher education; and produces certain required tuition rates.
- **Financing and Productivity Reports:** produces studies and reports related to higher education financing and productivity as well as facilities planning and utilization.
- **Fiscal Notes:** analyzes the fiscal impact of bills related to higher education that are proposed by the Texas Legislature.
- **Texas Research Incentive Program (TRIP):** administers the trustee funds for the TRIP, including the provision of a peer review process used to review the submissions.
- **Master Plans:** collects campus master plans from public institutions of higher education.
- **Facilities Inventory:** collects comprehensive inventories of buildings and rooms.
- **Space Need:** creates and maintains a space projection model designed to predict the amounts of space needed by institutions and which is ultimately used to allocate certain formula funding appropriations by the Texas Legislature.
- **Capital Projects:** collects data on institutional construction projects for

public general academic institutions, health-related institutions, and state and technical colleges.

- Facilities Audits: coordinates and reports findings to the CB of Peer Review Teams.
- Capital Project Standards: develops space standards and reports on the allocation and use of space.

Leslie Hall**Senior Director, Project Management and Improvement Office**

Leslie Hall joined the Texas Higher Education Coordinating Board in 2020 to build a new office dedicated to increasing the agency's capacity for strategic implementation, facilitate intra- and inter-agency collaboration, and improve operational productivity and efficiency. The Project Management and Improvement Office stewards high-priority initiatives that enable more Texans to earn credentials of value, and also spearheads efforts to improve processes and find efficiencies in agency operations.

Leslie has worked in education research, practice, and administration for over 15 years. She began her career as a public school teacher, then earned a master of public policy degree from the University of California at Berkeley. With a national firm for five years, she managed research and development projects for federal, state, and local education agencies across the country, aimed at increasing students' readiness, access, and success in postsecondary education. Immediately prior to joining the THECB, she served in leadership roles in the University of Texas at Austin administration. There, she led change initiatives and established new offices and practices to transform operations, enhance service to prospective and current students, and support new innovations in course and curriculum design and delivery.

Project Management and Improvement Office

Objectives: The Project Management and Improvement Office stewards the THECB's internal strategic plan and supports its highest-priority initiatives toward delivery of their promised impact. Managers from this office are deployed across the agency to ensure projects are executed with discipline, rigorous measurement of progress and outcomes, collaborative partnership with stakeholders, and alignment with long-term vision and strategy.

Duties of the Project Management and Improvement Office include, but are not limited to:

- Manage the THECB's highest-priority projects with consistent methods that embody best practices in planning, monitoring, measurement, and improvement.
- Build and support systems to enable leadership oversight and strategic decision-making about the agency's portfolio of work.
- Foster collaboration and partnership between the THECB and other agencies, institutions of higher education, community groups, and other stakeholders.
- Improve processes across the agency to enhance efficiency and performance.
- Champion effective management and improvement in all areas of work.

Strategic Initiatives Division

Objectives: To serve as an incubator for innovation within the Coordinating Board (CB) and manage projects that cut across several divisions. The Strategic Initiatives team supports a range of projects aimed at advancing CB goals, which includes:

My Texas Future

- Institution Support: provide grant dollars directly to institutions statewide through the GradTX 2.0 initiative to increase completion and enrollment of stop-outs.
- Career Support: provide access to real-time labor market data to understand the changing job landscape and allow users to make informed career decisions.
- Advising Support: provide advising support through the CB's virtual advising to better guide students through their education and career journey.

Melissa I. Henderson**Associate Commissioner for Strategic Partnerships****Executive Director for the Texas Higher Education Foundation**

Melissa Henderson is the Associate Commissioner for Strategic Partnerships for the Texas Higher Education Coordinating Board and the Executive Director for the Texas Higher Education Foundation. In this dual role, she serves on the Commissioner's executive team and leads the Foundation's work to identify resources and build partnerships with the philanthropic community to achieve the strategic priorities and goals of the agency. She brings to the Foundation nearly a decade of working closely with philanthropic partners from across Texas and the nation to build coalitions aimed at streamlining pathways for students into, through and beyond postsecondary education into the workforce.

Immediately prior to the Coordinating Board and the Foundation, she launched and led the postsecondary policy portfolio for Educate Texas, a public/private initiative of the Communities Foundation of Texas. In this capacity, she developed and executed the organization's strategy to educate and inform policymakers about key issues shaping the higher education policy dialogue in Texas. She also previously served as legislative director for a member of the Texas House of Representatives, responsible for advising him on P-12 and postsecondary education in his capacity as a House Higher Education Committee member.

She holds a bachelor's degree in psychology from Texas A&M University and a master's of public affairs from the LBJ School of Public Affairs at the University of Texas at Austin. A native Austinite, she lives in her hometown with her husband and daughter.

ADVANCING HIGHER EDUCATION IN TEXAS

The Texas Higher Education Foundation is the official nonprofit partner of the Texas Higher Education Coordinating Board. Since its formation in 2001 as a 501(c)(3), the Foundation, its Trustees, and staff have partnered with ISDs, postsecondary institutions, businesses, foundations, government agencies, and other nonprofits to support Coordinating Board initiatives that benefit Texans.

To date, the Foundation has raised more than \$26 million to advance higher education in Texas. In addition to fundraising, our work focuses on building partnerships and implementing strategies that support the state's higher education priorities.

Driven by Mission

We believe the state's strategic plan for higher education, 60x30TX, will lead us to a future where Texas is among the highest achieving states in the nation. This vision fuels the Foundation's mission to foster and further evidence-based initiatives that positively impact postsecondary outcomes in Texas.

Guided by Dynamic Leaders

Our Trustees are leaders in business, the professions, and education. We value diverse views, experiences, and perspectives among them.



The Texas Higher Education Foundation is a GuideStar Platinum nonprofit—a designation that demonstrates the Foundation's commitment to transparency.



TEXAS HIGHER EDUCATION FOUNDATION
SUPPORTING 60x30TX – A TEXAS-BOLD PLAN FOR A TEXAS-BOLD FUTURE



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Committed to Success

A relentless advocate for higher education, the Foundation pursues postsecondary access and success for the people and state of Texas.



Outreach & Engagement
\$10.3M Invested Since 2001



Student Success
\$7.1M Invested Since 2001



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\$6.8M Invested Since 2001

OUR WORK

Texas Emergency Aid Grant Program: In response to the economic disruption of COVID-19, the Foundation secured almost \$1.5 million in funding to give emergency aid grants, ranging from \$10,000 to \$30,000 each, to 80 public and private nonprofit colleges and universities with high percentages of low-income students. The Foundation partnered with Trellis Company experts to conference with grantees on how to organize, publicize, manage, and sustain effective emergency aid programs on their campuses. Data collection and analysis at program end will inform our understanding of what financial assistance—direct or indirect supports for food, technology, housing and other costs—best helps students stay enrolled in challenging times.

The Foundation also fund raises to support groundbreaking initiatives of the Texas Higher Education Coordinating Board (THECB), including:

Grad TX 2.0 is an upgraded, student-centered, region-specific program for re-enrolling the adult population with some college, but no credential in job-relevant educational programs in their communities. Powered with online workforce development and chat bot tools accessed from a central intake portal, a population that trends low-income, first-generation college bound, and minority quickly connects with personal counselors to guide them through enrollment and beyond.

Strategic Planning is THECB's program for transitioning the agency from a traditional regulatory role to a collaborative partnership role, while aligning its efforts with its assets and resources for improved performance.

Data Infrastructure Modernization is another agency effort to improve performance and relevance by making its rich data resources more accessible and usable.

www.txhigheredfoundation.org

EDUCATION CODE

TITLE 3. HIGHER EDUCATION

SUBTITLE B. STATE COORDINATION OF HIGHER EDUCATION

CHAPTER 61. TEXAS HIGHER EDUCATION COORDINATING BOARD

SELECTED PROVISIONS

Sec. 61.001. SHORT TITLE. This chapter may be cited as the Higher Education Coordinating Act of 1965.

Sec. 61.002. PURPOSE. (a) The purpose of this chapter is to establish in the field of public higher education in the State of Texas an agency to provide leadership and coordination for the Texas higher education system, institutions, and governing boards, to the end that the State of Texas may achieve excellence for college education of its youth through the efficient and effective utilization and concentration of all available resources and the elimination of costly duplication in program offerings, faculties, and physical plants.

(b) In the exercise of its leadership role, the Texas Higher Education Coordinating Board established by this chapter shall be an advocate for the provision of adequate resources and sufficient authority to institutions of higher education so that such institutions may realize, within their prescribed role and scope, their full potential to the benefit of the students who attend such institutions and to the benefit of the citizens of the state in terms of the realization of the benefits of an educated populace.

(c) Postsecondary education for qualified Texans who desire to pursue such education is important to the welfare and security of this state and the nation and, consequently, is an important public purpose. The legislature finds and declares that the state can achieve its full economic and social potential only if every individual has the opportunity to contribute to the full extent of the individual's capabilities and only when financial barriers to the individual's economic, social, and educational goals are removed. In order to facilitate the removal of those barriers, the board, in consultation with one or more nonprofit entities with experience providing the services on a statewide basis, may provide necessary and desirable services related to financial aid services, including cooperative awareness efforts with appropriate educational and civic associations designed to disseminate postsecondary education awareness information, including information regarding available grant and loan programs and the prevention of student loan default.

(d) The Texas Higher Education Coordinating Board has only the powers expressly provided by law or necessarily implied from an express grant of power. Any function or power not expressly granted to the board by this code or other law in regard to the administration, organization, control, management, jurisdiction, or governance of an institution of higher education is reserved to and shall be performed by the governing board of the institution, the applicable system administration, or the institution of higher education.

Sec. 61.021. ESTABLISHMENT OF COORDINATING BOARD: FUNCTIONS. (a) The Texas Higher Education Coordinating Board is an agency of the state. It shall have its office in Austin. It shall perform only the functions which are enumerated in this chapter and which the legislature may assign to it. Functions vested in the governing boards of the respective institutions of higher education not specifically delegated to the coordinating board shall be performed by the governing boards. The coordinating functions and other duties delegated to the board in this chapter shall apply to all public institutions of higher education.

(b) References in this code or other law to the "coordinating board" or the "Coordinating Board, Texas College and University System," are references to the Texas Higher Education Coordinating Board.

Sec. 61.022. MEMBERS OF BOARD; APPOINTMENT; TERMS OF OFFICE. (a) The board shall consist of nine members appointed by the governor so as to provide representation from all areas of the state with the advice and consent of the senate, and as the constitution provides. Members of the board serve staggered six-year terms. The terms of one-third of the members expire August 31 of each odd-numbered year.

(b) A board member may not be employed professionally for remuneration in the field of education during the member's term of office.

Sec. 61.0224. TRAINING OF BOARD MEMBERS. (a) A person who is appointed to and qualifies for office as a member of the board may not vote, deliberate, or be counted as a member in attendance at a meeting of the board until the person completes a training program that complies with this section.

(b) The training program must provide the person with information regarding:

- (1) the legislation that created the board;
- (2) the programs operated by the board;
- (3) the role and functions of the board;

- (4) the rules of the board, with an emphasis on the rules that relate to disciplinary and investigatory authority;
- (5) the current budget for the board;
- (6) the results of the most recent formal audit of the board;
- (7) the requirements of:
 - (A) the open meetings law, Chapter [551](#), Government Code;
 - (B) the public information law, Chapter [552](#), Government Code;
 - (C) the administrative procedure law, Chapter [2001](#), Government Code; and
 - (D) other laws relating to public officials, including conflict-of-interest laws; and
- (8) any applicable ethics policies adopted by the board or the Texas Ethics Commission.

(c) A person appointed to the board is entitled to reimbursement, as provided by the General Appropriations Act, for the travel expenses incurred in attending the training program regardless of whether the attendance at the program occurs before or after the person qualifies for office.

Sec. 61.0225. NONVOTING STUDENT REPRESENTATIVE. (a) In this section:

(1) "Board" means the Texas Higher Education Coordinating Board or its successor agency.

(2) "Student government" means the representative student organization directly elected by the student body of an institution of higher education.

(b) A student representative shall be appointed to the board. The student representative is not a state officer. Except as otherwise provided by this section, the appointment of a student representative to the board shall be made in the same manner as a student regent is appointed under Section [51.355](#)(c). The student representative to the board serves a term that is the same as the term of a student regent appointed under Section [51.355](#).

(c) The board shall develop a uniform application form to be used by each institution of higher education to solicit applicants for the position of student representative to the board.

(d) For an institution of higher education that is not part of a university system, the president of the institution, from among the applicants selected as the student government's recommendations for the position of student representative to the board, shall select two or more applicants as the institution's recommendations for the position and send the applications of those applicants to

the governor in accordance with the deadline established under Section [51.355](#)(c) for a chancellor to send applications to the governor for a student regent.

(e) A student representative to the board must meet the minimum requirements prescribed by Section [51.355](#)(d) for a student regent, as those requirements apply to an institution of higher education.

(f) The student representative has the same powers and duties as the members of the board, including the right to attend and participate in meetings of the board, except that the student representative:

(1) may not vote on any matter before the board or make or second any motion before the board; and

(2) is not counted in determining whether a quorum exists for a meeting of the board or in determining the outcome of any vote of the board.

(g) The student representative serves without pay but shall be reimbursed for the actual expenses incurred by the student representative in attending the meetings of the board or in attending to other work of the board when that work is approved by the chairman of the board.

(h) The student government of the institution of higher education at which a current student representative was enrolled at the time of the student representative's appointment may not solicit applicants for the position of student representative for the next regular term of the position.

(i) A vacancy in the position of student representative shall be filled for the unexpired term by appointment by the governor.

Sec. 61.023. BOARD OFFICERS. The governor shall designate a chairman and vice chairman of the board. The board shall appoint a secretary of the board whose duties may be prescribed by law and by the board.

Sec. 61.024. COMPENSATION AND EXPENSES OF MEMBERS. Members of the board shall serve without pay but shall be reimbursed for their actual expenses incurred in attending meetings of the board or in attending to other work of the board when that other work is approved by the chairman of the board.

Sec. 61.025. QUORUM; MEETINGS; AGENDA. (a) A majority of the membership of the board constitutes a quorum.

(b) Except as provided by Section [551.126](#), Government Code, the board shall hold regular quarterly meetings in the city of Austin, and other meetings at places and times scheduled by it in formal sessions and called by the chairman.

(c) An agenda for the meetings in sufficient detail to indicate the items on which final action is contemplated shall be mailed to the chairman of each governing

board and to the chief administrative officer of each state institution of higher education at least seven days prior to the meeting.

(d) The board shall develop and implement policies that provide the public with a reasonable opportunity to appear before the board and to speak on any issue under the jurisdiction of the board, including a policy to specifically provide, as an item on the board's agenda at each meeting, an opportunity for public comment before the board makes a decision on any agenda item.

(e) The board may hold a meeting to consider a higher education impact statement, if a higher education impact statement by the board is to be provided under the rules of either the house of representatives or the senate. The meeting shall be called by the chair and the board shall provide notice of the meeting in accordance with Chapter [551](#), Government Code.

Sec. 61.026. COMMITTEES AND ADVISORY COMMITTEES. (a) The chair may appoint committees from the board's membership as the chair or the board considers necessary.

(b) The board may appoint advisory committees from outside its membership as the board considers necessary. Chapter [2110](#), Government Code, applies to an advisory committee appointed by the chair or the board. The board shall adopt rules, in compliance with Chapter [2110](#), Government Code, regarding an advisory committee that primarily functions to advise the board, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date. A board member may not serve on a board advisory committee.

(c) The board may adopt rules under this section regarding an advisory committee's:

- (1) size and quorum requirements;
- (2) qualifications for membership, including experience requirements and geographic representation;
- (3) appointment procedures;
- (4) terms of service; and
- (5) compliance with the requirements for open meetings under Chapter [551](#), Government Code.

(d) Each advisory committee must report its recommendations directly to the board.

Sec. 61.027. RULES OF PROCEDURE; HEARINGS; NOTICE; MINUTES. The board shall adopt and publish rules and regulations in accordance with and under the conditions applied to other agencies by Chapter [2001](#), Government Code to

effectuate the provisions of this chapter. The board shall grant any institution of higher education a hearing upon request and after reasonable notice. Minutes of all meetings shall be available in the board's office for public inspection.

Sec. 61.028. COMMISSIONER OF HIGHER EDUCATION; PERSONNEL; CONSULTANTS. (a) The board shall appoint a commissioner of higher education, who shall select and supervise the board's staff and perform other duties delegated to him by the board. The commissioner shall serve at the pleasure of the board.

(b) The commissioner shall be a person of high professional qualifications having a thorough background by training and experience in the fields of higher education and administration and shall possess such other qualifications as the board may prescribe.

(c) The commissioner shall employ professional and clerical personnel and consultants as necessary to assist the board and the commissioner in performing the duties assigned by this chapter. The number of employees, their compensation and the other expenditures of the board shall be within the limits and in compliance with the appropriation made for those purposes by the legislature and within budgets that shall be approved from time to time by the board.

(d) The commissioner or the commissioner's designee shall develop an intraagency career ladder program. The program shall require intraagency postings of all nonentry level positions concurrently with any public posting.

(e) The commissioner or the commissioner's designee shall develop a system of annual performance evaluations. All merit pay for board employees must be based on the system established under this subsection.

(f) The commissioner or the commissioner's designee shall prepare and maintain a written policy statement that implements a program of equal employment opportunity to ensure that all personnel decisions are made without regard to race, color, disability, sex, religion, age, or national origin. The policy statement must include:

(1) personnel policies, including policies relating to recruitment, evaluation, selection, training, and promotion of personnel, that show the intent of the board to avoid the unlawful employment practices described by Chapter [21](#), Labor Code; and

(2) an analysis of the extent to which the composition of the board's personnel is in accordance with state and federal law and a description of reasonable methods to achieve compliance with state and federal law.

(g) The policy statement must:

(1) be updated annually;

(2) be reviewed by the state Commission on Human Rights for compliance with Subsection (f)(1); and

(3) be filed with the governor's office.

(h) The governor's office shall deliver a biennial report to the legislature based on the information received under Subsection (g) of this section. The report may be made separately or as part of other biennial reports made to the legislature.

(i) The board shall develop and implement policies that clearly define the respective responsibilities of the board and the staff of the board.

Sec. 61.029. INTERNAL AUDITOR. (a) The board shall appoint an internal auditor for the board.

(b) The internal auditor shall report directly to the board on all matters, other than administrative matters, that require the decision of the commissioner of higher education.

(c) The commissioner of higher education shall advise the board regarding:

(1) the termination or discipline of the internal auditor; and

(2) the transfer or reclassification of, or other changes in, the powers or duties of the internal auditor.

(d) The internal auditor shall develop an annual audit plan, conduct audits as specified in the audit plan, and fulfill the other duties required by Chapter [2102](#), Government Code.

(e) The internal auditor shall review all audit reports with the board and the commissioner of higher education.

Sec. 61.051. COORDINATION OF INSTITUTIONS OF PUBLIC HIGHER EDUCATION. (a) The board represents the highest authority in the state in matters of public higher education and is charged with the duty to take an active part in promoting quality education throughout the state by:

(1) providing a statewide perspective to ensure the efficient and effective use of higher education resources and to eliminate unnecessary duplication;

(2) developing and evaluating progress toward a long-range master plan for higher education and providing analysis and recommendations to link state spending for higher education with the goals of the long-range master plan;

(3) collecting and making accessible data on higher education in the state and aggregating and analyzing that data to support policy recommendations;

(4) making recommendations to improve the efficiency and effectiveness of transitions, including between high school and postsecondary education, between institutions of higher education for transfer purposes, and between postsecondary education and the workforce; and

(5) administering programs and trusteed funds for financial aid and other grants as necessary to achieve the state's long-range goals and as directed by the legislature.

(a-1) The board shall develop a long-range master plan for higher education in this state. The plan shall:

(1) establish long-term, measurable goals and provide strategies for implementing those goals;

(2) assess the higher education needs of each region of the state;

(3) provide for regular evaluation and revision of the plan, as the board considers necessary, to ensure the relevance of goals and strategies; and

(4) take into account the resources of private or independent institutions of higher education.

(a-2) The board shall establish methods for obtaining input from stakeholders and the general public when developing or revising the long-range master plan developed under Subsection (a-1).

(a-3) Not later than December 1 of each even-numbered year, the board shall prepare and deliver a report to the governor, the lieutenant governor, the speaker of the house of representatives, and the standing committees of the senate and house of representatives with primary jurisdiction over higher education. In the report, the board shall assess the state's progress in meeting the goals established in the long-range master plan developed under Subsection (a-1) and recommend legislative action, including statutory or funding changes, to assist the state in meeting those goals. The report must include updates on implementation strategies provided for in the long-range master plan under Subsection (a-1).

(a-5) In conjunction with development of the long-range master plan under Subsection (a-1), the board shall evaluate the role and mission of each general academic teaching institution, other than a public state college, to ensure that the roles and missions of the institutions collectively contribute to the state's goals identified in the master plan.

Sec. 61.0512. BOARD APPROVAL OF ACADEMIC PROGRAMS. (a) A new degree or certificate program may be added at an institution of higher education only with specific prior approval of the board. A new degree or certificate program is considered approved if the board has not completed a review under this section and acted to approve or disapprove the proposed program before the first anniversary of the date on which an institution of higher education submits a completed application for approval to the board. The board may not summarily disapprove a program without completing the review required by this section. The board shall specify by rule the elements that constitute a completed application and

shall make an administrative determination of the completeness of the application not later than the fifth business day after receiving the application. A request for additional information in support of an application that has been determined administratively complete does not toll the period within which the application is considered approved under this section.

(b) At the time an institution of higher education begins preliminary planning for a new degree program, the institution must notify the board before the institution may carry out that planning.

(c) The board shall review each degree or certificate program offered by an institution of higher education at the time the institution requests to implement a new program to ensure that the program:

(1) is needed by the state and the local community and does not unnecessarily duplicate programs offered by other institutions of higher education or private or independent institutions of higher education;

(2) has adequate financing from legislative appropriation, funds allocated by the board, or funds from other sources;

(3) has necessary faculty and other resources to ensure student success; and

(4) meets academic standards specified by law or prescribed by board rule, including rules adopted by the board for purposes of this section, or workforce standards established by the Texas Workforce Investment Council.

(d) The board may review the number of degrees or certificates awarded through a degree or certificate program every four years or more frequently, at the board's discretion.

(e) The board shall review each degree or certificate program offered by an institution of higher education at least every 10 years after a new program is established using the criteria prescribed by Subsection (c).

(f) The board may not order the consolidation or elimination of any degree or certificate program offered by an institution of higher education but may, based on the board's review under Subsections (d) and (e), recommend such action to an institution's governing board. If an institution's governing board does not accept recommendations to consolidate or eliminate a degree or certificate program, the university system or, where a system does not exist, the institution, must identify the programs recommended for consolidation or elimination on the next legislative appropriations request submitted by the system or institution.

(g) An institution of higher education may offer off-campus courses for credit within the state or distance learning courses only with specific prior approval of the board. An institution must certify to the board that a course offered for credit

outside the state meets the board's academic criteria. An institution shall include the certification in submitting any other reports required by the board.

(h) In approving a degree or certificate program under this section, the board:

(1) for a doctoral program, may not consider undergraduate graduation or persistence rates; and

(2) for a baccalaureate degree program proposed to be offered by a public junior college previously authorized by the board to offer baccalaureate degree programs under Section 130.0012:

(A) shall approve the degree program within 60 days after the date the board receives notice of the degree program if the degree program:

(i) is approved by the governing board of the junior college district; and

(ii) is not an engineering program; and

(B) is considered to have approved the degree program after the date described by Paragraph (A) if the conditions of that paragraph are satisfied.

Sec. 61.05121. STATE AUTHORIZATION RECIPROCITY AGREEMENT. (a) The board on behalf of the state may enter into a state authorization reciprocity agreement among states, districts, and territories regarding the delivery of postsecondary distance education that establishes comparable standards for the provision of distance education by public or private degree-granting postsecondary educational institutions in each of the states, districts, or territories covered by the agreement to students of the other states, districts, or territories covered under the agreement. The board shall apply to an appropriate organization for that purpose.

(b) The board shall administer an agreement entered into under this section, including by:

(1) establishing an application and approval process for a degree-granting postsecondary educational institution with its principal campus located in this state to participate under the agreement; and

(2) maintaining a dispute resolution procedure for complaints regarding participating postsecondary educational institutions located in this state.

(c) If the board obtains evidence that a public or private postsecondary educational institution established outside this state that is providing courses within this state under a state authorization reciprocity agreement established under this section is in apparent violation of the agreement or of this code or rules adopted under this section, the board shall take appropriate action to terminate the institution's operation within this state.

(d) The board shall adopt rules to administer this section.

Higher Education Laws and Rules

State laws which apply to higher education and rules which govern the THECB can be found on the THECB website at <http://www.highered.texas.gov/About-Us/Rules-Statutes/>. A copy of the webpage is included below for reference.

Rules/Statutes

Texas Administrative Code (TAC)

Rules adopted by the Texas Higher Education Coordinating Board (THECB) are part of a larger body of state agency rules that are collected and published by the Office of the Secretary of State as the Texas Administrative Code (TAC). The THECB's rules are codified under [Title 19, Part I](#), of the TAC. Title 19 is Education and Part I is the Texas Higher Education Coordinating Board. The THECB may adopt new rules or amendments to existing rules.

Texas Education Code (TEC)

The Texas Legislative Council makes Texas Statutes available online at <http://www.statutes.legis.state.tx.us/>. Most of the statutes applicable to the THECB are found in the Education Code, Title 3.

Negotiated Rulemaking (NRM)

[TEC 61.0331](#) requires the THECB to engage in negotiated rulemaking with institutions of higher education and other affected entities when adopting policies, procedures, or rules relating to certain matters. Information related to NRM committees can be found at [Negotiated Rulemaking Committees](#).

GOVERNMENT CODE
TITLE 5. OPEN GOVERNMENT; ETHICS
SUBTITLE B. ETHICS
CHAPTER 572. PERSONAL FINANCIAL DISCLOSURE, STANDARDS OF CONDUCT, AND
CONFLICT OF INTEREST
SUBCHAPTER C. STANDARDS OF CONDUCT AND CONFLICT OF INTEREST PROVISIONS

Sec. 572.051. STANDARDS OF CONDUCT; STATE AGENCY ETHICS POLICY. (a) A state officer or employee should not:

(1) accept or solicit any gift, favor, or service that might reasonably tend to influence the officer or employee in the discharge of official duties or that the officer or employee knows or should know is being offered with the intent to influence the officer's or employee's official conduct;

(2) accept other employment or engage in a business or professional activity that the officer or employee might reasonably expect would require or induce the officer or employee to disclose confidential information acquired by reason of the official position;

(3) accept other employment or compensation that could reasonably be expected to impair the officer's or employee's independence of judgment in the performance of the officer's or employee's official duties;

(4) make personal investments that could reasonably be expected to create a substantial conflict between the officer's or employee's private interest and the public interest; or

(5) intentionally or knowingly solicit, accept, or agree to accept any benefit for having exercised the officer's or employee's official powers or performed the officer's or employee's official duties in favor of another.

(b) A state employee who violates Subsection (a) or an ethics policy adopted under Subsection (c) is subject to termination of the employee's state employment or another employment-related sanction. Notwithstanding this subsection, a state officer or employee who violates Subsection (a) is subject to any applicable civil or criminal penalty if the violation also constitutes a violation of another statute or rule.

(c) Each state agency shall:

(1) adopt a written ethics policy for the agency's employees consistent with the standards prescribed by Subsection (a) and other provisions of this subchapter; and

(2) distribute a copy of the ethics policy and this subchapter to:

(A) each new employee not later than the third business day after the date the person begins employment with the agency; and

(B) each new officer not later than the third business day after the date the person qualifies for office.

(d) The office of the attorney general shall develop, in coordination with the commission, and distribute a model policy that state agencies may use in adopting an

agency ethics policy under Subsection (c). A state agency is not required to adopt the model policy developed under this subsection.

(e) Subchapters E and F, Chapter [571](#), do not apply to a violation of this section.

(f) Notwithstanding Subsection (e), if a person with knowledge of a violation of an agency ethics policy adopted under Subsection (c) that also constitutes a criminal offense under another law of this state reports the violation to an appropriate prosecuting attorney, then, not later than the 60th day after the date a person notifies the prosecuting attorney under this subsection, the prosecuting attorney shall notify the commission of the status of the prosecuting attorney's investigation of the alleged violation. The commission shall, on the request of the prosecuting attorney, assist the prosecuting attorney in investigating the alleged violation. This subsection does not apply to an alleged violation by a member or employee of the commission.

Added by Acts 1993, 73rd Leg., ch. 268, Sec. 1, eff. Sept. 1, 1993.

Amended by: Acts 2007, 80th Leg., R.S., Ch. 629 (H.B. [590](#)), Sec. 1, eff. September 1, 2007.

Sec. 572.054. REPRESENTATION BY FORMER OFFICER OR EMPLOYEE OF REGULATORY AGENCY RESTRICTED; CRIMINAL OFFENSE. (a) A former member of the governing body or a former executive head of a regulatory agency may not make any communication to or appearance before an officer or employee of the agency in which the member or executive head served before the second anniversary of the date the member or executive head ceased to be a member of the governing body or the executive head of the agency if the communication or appearance is made:

(1) with the intent to influence; and

(2) on behalf of any person in connection with any matter on which the person seeks official action.

(b) A former state officer or employee of a regulatory agency who ceases service or employment with that agency on or after January 1, 1992, may not represent any person or receive compensation for services rendered on behalf of any person regarding a particular matter in which the former officer or employee participated during the period of state service or employment, either through personal involvement or because the case or proceeding was a matter within the officer's or employee's official responsibility.

(c) Subsection (b) applies only to:

(1) a state officer of a regulatory agency; or

(2) a state employee of a regulatory agency who is compensated, as of the last date of state employment, at or above the amount prescribed by the General Appropriations Act for step 1, salary group 17, of the position classification salary schedule, including an employee who is exempt from the state's position classification plan.

(d) Subsection (b) does not apply to a rulemaking proceeding that was concluded before the officer's or employee's service or employment ceased.

(e) Other law that restricts the representation of a person before a particular state agency by a former state officer or employee of that agency prevails over this section.

(f) An individual commits an offense if the individual violates this section. An offense under this subsection is a Class A misdemeanor.

(g) In this section, the comptroller and the secretary of state are not excluded from the definition of "regulatory agency."

(g-1) For purposes of this section, the Department of Information Resources is a regulatory agency.

(h) In this section:

(1) "Participated" means to have taken action as an officer or employee through decision, approval, disapproval, recommendation, giving advice, investigation, or similar action.

(2) "Particular matter" means a specific investigation, application, request for a ruling or determination, rulemaking proceeding, contract, claim, charge, accusation, arrest, or judicial or other proceeding.

Added by Acts 1993, 73rd Leg., ch. 268, Sec. 1, eff. Sept. 1, 1993.

Amended by: Acts 2011, 82nd Leg., 1st C.S., Ch. 4 (S.B. [1](#)), Sec. 23.01, eff. September 28, 2011.

Sec. 572.058. PRIVATE INTEREST IN MEASURE OR DECISION; DISCLOSURE; REMOVAL FROM OFFICE FOR VIOLATION. (a) An elected or appointed officer, other than an officer subject to impeachment under Article XV, Section [2](#), of the Texas Constitution, who is a member of a board or commission having policy direction over a state agency and who has a personal or private interest in a measure, proposal, or decision pending before the board or commission shall publicly disclose the fact to the board or commission in a meeting called and held in compliance with Chapter [551](#). The officer may not vote or otherwise participate in the decision. The disclosure shall be entered in the minutes of the meeting.

(b) An individual who violates this section is subject to removal from office on the petition of the attorney general on the attorney general's own initiative or on the relation of a resident or of any other member of the board or commission. The suit must be brought in a district court of Travis County or of the county where the violation is alleged to have been committed.

(c) If the court or jury finds from a preponderance of the evidence that the defendant violated this section and that an ordinary prudent person would have known the individual's conduct to be a violation of this section, the court shall enter judgment removing the defendant from office.

(d) A suit under this section must be brought before the second anniversary of the date the violation is alleged to have been committed, or the suit is barred.

(e) The remedy provided by this section is cumulative of other methods of removal from office provided by the Texas Constitution or a statute of this state.

(f) In this section, "personal or private interest" has the same meaning as is given to it under Article III, Section [22](#), of the Texas Constitution, governing the conduct of members of the legislature. For purposes of this section, an individual does not have a "personal or private interest" in a measure, proposal, or decision if the individual is engaged in a profession, trade, or occupation and the individual's interest is the same as all others similarly engaged in the profession, trade, or occupation.

Added by Acts 1993, 73rd Leg., ch. 268, Sec. 1, eff. Sept. 1, 1993.

Sec. 572.059. INDEPENDENCE OF STATE AND LOCAL OFFICERS ACTING IN LEGISLATIVE CAPACITY. (a) In this section, "legislative measure" includes:

- (1) a bill, resolution, order, or other proposal to adopt, enact, amend, or repeal a statute, ordinance, rule, or policy of general application;
- (2) a proposal to adopt, enact, amend, or repeal, or to grant a variance or other exception to, a zoning ordinance; or
- (3) a proposed constitutional amendment or charter amendment subject to a vote of the electorate.

(b) For purposes of Subsection (a), a measure that is applicable to a class or subset of persons or matters that is defined in general terms without naming the particular persons or matters is a measure of general application.

(c) To protect the independence of state and local officers acting in a legislative capacity, a state or local officer, whether elected or appointed, including a member of the governing body of a school district or other political subdivision of this state, may not be subject to disciplinary action or a sanction, penalty, disability, or liability for:

- (1) an action permitted by law that the officer takes in the officer's official capacity regarding a legislative measure;
- (2) proposing, endorsing, or expressing support for or opposition to a legislative measure or taking any action permitted by law to support or oppose a legislative measure;
- (3) the effect of a legislative measure or of a change in law proposed by a legislative measure on any person; or
- (4) a breach of duty, in connection with the member's practice of or employment in a licensed or regulated profession or occupation, to disclose to any person information, or to obtain a waiver or consent from any person, regarding:
 - (A) the officer's actions relating to a legislative measure; or
 - (B) the substance, effects, or potential effects of a legislative measure.

Added by Acts 2003, 78th Leg., ch. 1206, Sec. 1, eff. June 20, 2003.

Sec. 572.069. CERTAIN EMPLOYMENT FOR FORMER STATE OFFICER OR EMPLOYEE RESTRICTED. A former state officer or employee of a state agency who during the period of state service or employment participated on behalf of a state agency in a procurement or contract negotiation involving a person may not accept

employment from that person before the second anniversary of the date the contract is signed or the procurement is terminated or withdrawn.

Added by Acts 2015, 84th Leg., R.S., Ch. 326 (S.B. [20](#)), Sec. 4, eff. September 1, 2015.

Amended by: Acts 2017, 85th Leg., R.S., Ch. 556 (S.B. [533](#)), Sec. 1, eff. September 1, 2017.

TEXAS HIGHER EDUCATION COORDINATING BOARD
MANUAL OF ADMINISTRATIVE POLICIES

CHAPTER	E - 01
POLICY NAME	Ethics and Standards of Conduct
EFFECTIVE	January 2008
REVISED	
AUTHORITY	Texas Government Code, Section 572.051
SCOPE	All THECB employees.
PURPOSE	<p>The purpose of this policy is to provide guidance for employees regarding the acceptance of gifts and other issues that might arise as a result of their status as state employees.</p> <p>A violation of these standards of conduct may constitute a state or federal crime, as well as a violation of these policies. An employee should refer questions regarding the policies on ethics or standards of conduct to the Office of General Counsel (OGC).</p>
1. POLICY	<p>A. This ethics policy does not supersede any applicable federal or Texas law or administrative rule.</p> <p>B. All THECB employees must familiarize themselves with this ethics policy.</p> <p>C. All THECB employees must abide by all applicable federal and Texas laws, administrative rules, and this agency's conduct policies, including this ethics policy. A THECB employee who violates any provision of the agency's conduct policies is subject to termination of the employee's state employment or another employment-related sanction. A THECB employee who violates any applicable federal or Texas law or rule may be subject to civil or criminal penalties in addition to any employment-related sanction.</p>
2. STANDARDS OF CONDUCT	<p>A. THECB employee shall not:</p> <ul style="list-style-type: none"> I. accept or solicit any gift, favor, or service that might reasonably tend to influence the employee in the discharge of official duties, or that the employee knows or should know is being offered with the intent to influence the employee's official conduct; II. intentionally or knowingly solicit, accept, or agree to accept any benefit for having exercised his or her official powers or performed his or her official duties in favor of another; III. disclose confidential information, information that is excepted from public disclosure under the Texas Public Information Act (Tex. Gov't Code Ann. ch. 552), or information that has been ordered sealed by a court, that was acquired by reason of the employee's official position, or accept other employment, including self-employment, or engage in a business, charity, nonprofit organization, or professional activity that the employee might reasonably expect would require or induce the employee to disclose confidential information, information that is excepted from public disclosure under the Texas Public Information Act, or information that has been ordered sealed by a court, that was acquired by reason of the employee's official position; IV. accept other employment, including self-employment, or compensation or engage in

	<p>a business, charity, nonprofit organization, or professional activity that could reasonably be expected to impair the employee's independence of judgment in the performance of the employee's official duties;</p> <p>V. make personal investments, or have a personal or financial interest, that could reasonably be expected to create a substantial conflict between the employee's private interest and the public interest;</p> <p>VI. utilize state time, property, facilities, or equipment for any purpose other than official state business, unless such use is reasonable and incidental and does not result in any direct cost to the state or THECB, interfere with the employee's official duties, and/or interfere with THECB functions;</p> <p>VII. utilize his or her official position, or state issued items, such as a badge, indicating such position for financial gain, obtaining privileges, or avoiding consequences of illegal acts;</p> <p>VIII. knowingly make misleading statements, either oral or written, or provide false information, in the course of official state business; or</p> <p>IX. engage in any political activity while on state time or utilize state resources for any political activity.</p>
3. ADDITIONAL STANDARDS	<p>A. Honorarium.</p> <p>Any solicitation, acceptance, or agreement to accept an honorarium for services requested to be provided due to the employee's official position or duties violates Texas law. The prohibition extends to an honorarium for in-state and out-of-state engagements if the employee would not have been asked but for his/her official position. The honorarium may not be remitted to a third-party or tax-exempt charity if payment is made in consideration of the services performed and at the direction of the employee. The employee may accept food, transportation, and lodging when in connection with a conference or a similar event if within reason and, as required, reported in Section XI of her/his annual personal financial statement (Texas Penal Code §36.07).</p> <p>B. Gifts.</p> <p>Employees may not accept payment for services they provide in Texas that may reasonably be considered part of their official duties. No employee shall accept a gift to the agency or the individual employee if that employee has reason to believe that the gift is being offered because s/he is a Board employee (Texas Penal Code §36.08). Such gifts, including football tickets, may not be accepted by any employee. Exceptions to the above prohibitions are laid out in Section 39.10 of the Texas Penal Code, and include:</p> <ol style="list-style-type: none"> I. Any benefit to which the public employee is lawfully entitled; II. A gift or benefit conferred on account of kinship or a personal, professional, or business relationship independent of the official status of the recipient; III. Non-cash items of less than \$50 in value; or IV. Food, lodging, transportation or entertainment when the donor or the donor's representative is present at the event and the donor reports the items, if required by law to do so V. Even if a gift is technically legal, an employee should use good judgment when <u>deciding whether or not to accept it.</u>

	<p>C. Personal Services.</p> <p>Employees may not request or require that a support or subordinate employee perform personal tasks or errands, such as the arranging of personal travel or the purchase of personal items.</p> <p>D. Vending.</p> <p>No employee may use agency time and facilities for the sale of items for personal gain or profit.</p> <p>E. The Board shall not contract for goods or services with a relative of a Board employee unless the contract results from a competitive process in compliance with state purchasing laws. "Relative" for the purpose of this subsection shall be based on the civil law standard for determining degrees of relationship and shall mean any persons related within the second degree by affinity (marriage) or within the third degree by consanguinity (blood). Please refer to the chart in Chapter A, Section 24 (General Provisions - Nepotism).</p> <p>An employee shall identify to the General Counsel any relative of the employee that may be considering a contractual relationship with the Board.</p> <p>F. Board Members: Private Interests.</p> <p>If a Board member has a private or personal interest in a measure, proposal, or decision pending before the Board, s/he should disclose this information to the remainder of the Board in open meeting and refrain from voting or otherwise participating concerning that matter (Texas Government Code §572.058).</p> <p>G. Gifts to the Agency.</p> <p>Gifts accepted on behalf of the Board must be used to carry out the agency's powers and duties. A gift to the Board becomes state property; officers and employees cannot be permitted to use the gift for private purposes. Gifts should only be accepted so long as they do not raise questions about impropriety in any way (Texas Government Code §575).</p> <p>Upon receipt of an unacceptable gift, Board employees may donate the benefit to another governmental entity that has the authority to accept or to a recognized tax-exempt charitable organization formed for education, religious, or scientific purposes (Texas Penal Code §36.08(i)).</p> <p>H. Personal Financial Statements.</p> <p>Board members and the Commissioner of Higher Education are required to file a personal financial statement with the Ethics Commission on or before April 30 each year if they served at any time beginning on January 1 and continuing through April 30 of that year (Texas Government Code § 572.026(a)).</p> <p>Newly appointed individuals must file a statement with 45 days of taking office.</p> <p>I. Political Activity.</p> <p>All employees must adhere to Texas Government Code §556 in using appropriated money, but may engage in political activity to the widest extent consistent with the restrictions imposed by law.</p> <p>I. The Board or its employees may not use any money under its control to finance or otherwise support the candidacy of a person for office. This prohibition extends to</p>
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	<p>direct or indirect employment of a person to perform such actions.</p> <p>II. The Board may not use appropriated money to employ a person who is required by Chapter 305 to register as a lobbyist.</p> <p>III. Board employees may not use their official authority for the purpose of affecting the result of an election, under the Code of Federal Regulations, Title 5, Part 151.121.</p> <p>The following requirements are only statutorily applicable to employees or former employees of “regulatory agencies.” Tex. Gov’t Code Ann. § 572.054(b). However, Subsection 5(C) of this policy does not statutorily apply to an agency regulating the operation or inspection of motor vehicles or an agency charged with enforcing the parks and wildlife laws of this state. Tex. Gov’t Code Ann. § 572.055(c). Furthermore, other law that restricts the representation of a person before a particular state entity by a former employee of that entity will prevail over the revolving door policy found in Subsection 5(B). Tex. Gov’t Code Ann. § 572.054(e); Op. Tex. Ethics Comm’n No. 275 (1995).</p>
4. REGULATORY AGENCIES	<p>A. Definitions.</p> <p>I. “Participated” means to have taken action through decision, approval, disapproval, recommendation, giving advice, investigation, or similar action. Tex. Gov’t Code Ann. § 572.054(h)(1).</p> <p>II. “Particular Matter” means a specific investigation, application, request for a ruling or determination, rulemaking proceeding, contract, claim, accusation, charge, arrest, or judicial or other proceeding. Tex. Gov’t Code Ann. § 572.054(h)(2).</p> <p>III. “Business entity” means any entity recognized by law through which business for profit is conducted, including a sole proprietorship, partnership, firm, corporation, holding company, joint stock company, receivership, or trust. Tex. Gov’t Code Ann. § 572.022(2).</p> <p>IV. “Regulatory Agency” means any department, commission, board, or other agency, except the secretary of state and the comptroller of public accounts, that:</p> <ol style="list-style-type: none"> is in the executive branch of state government; has authority that is not limited to a geographical portion of this state; was created by the Texas Constitution or a statute of this state; and has constitutional or statutory authority to engage in regulation. Tex. Gov’t Code Ann. § 572.022(8). <p>B. A former employee of the THECB, who was compensated, as of the last date of state employment, at or above the amount prescribed by the General Appropriations Act for step 1 - salary group A17 of the position classification salary schedule, may not represent any person or entity, or receive compensation for services rendered on behalf of any person or entity, regarding a particular matter in which the former employee participated</p>

	<p>during the period of state service or employment, either through personal involvement or because the case or proceeding was a matter within the employee's official responsibility.</p> <ul style="list-style-type: none"> I. Subsection 5(B) of this policy does not apply to a rulemaking proceeding that was conducted before the employee's service or employment ceased. II. In Subsection 5(B), the secretary of state and the comptroller of public accounts are not excluded from the definition of "regulatory agency." C. An association or organization of employees of the THECB may not solicit, accept, or agree to accept anything of value from a business entity regulated by the THECB and from which the business entity must obtain a permit to operate that business in this state or from an individual directly or indirectly connected with that business entity.

TEXAS ETHICS COMMISSION

A Guide to Ethics Laws for State Officers and Employees (revised Sept. 15, 2015) can be found at <https://www.ethics.state.tx.us/resources/guides/Gofficers-employEthics.php>. A copy of the guide is included below.

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INTRODUCTION

As a public servant, you owe a responsibility to the people of Texas in the performance of your official duties. This guide sets out laws that govern your conduct as a public servant. As you read this pamphlet, you should bear in mind that ethical conduct involves more

than merely following these laws. As a public servant, you should act fairly and honestly and should avoid creating even the appearance of impropriety.

Laws Interpreted by the Ethics Commission

The Ethics Commission interprets various laws governing the conduct of state officers and employees: the provisions in chapter 572 of the Government Code; the restrictions on benefits, gifts, and honoraria in chapter 36 of the Penal Code and in the lobby law, chapter 305 of the Government Code; and the restrictions on the use of government resources in chapter 39 of the Penal Code.

Some laws governing public servants, such as the nepotism law, are not under the jurisdiction of the Ethics Commission. Also, officers and employees of particular state agencies may be subject to statutes, rules, or personnel guidelines specifically applicable to that agency. Your general counsel or the Office of the Attorney General are the appropriate sources for advice about such laws.

Advisory Opinions

If you are concerned about how any of the laws subject to interpretation by the Ethics Commission apply to you, you may request an advisory opinion. The request must be about the application of one or more of those laws to a specific factual situation, either existing or hypothetical. Gov't Code § 571.091. Unless you waive confidentiality in writing, the Ethics Commission must keep your name confidential.

The legal effect of an Ethics Commission advisory opinion is described in section 571.097 of the Government Code as follows:

It is a defense to prosecution or to imposition of a civil penalty that the person reasonably relied on a written advisory opinion of the commission relating to the provision of the law the person is alleged to have violated or relating to a fact situation that is substantially similar to the fact situation in which the person is involved.

Copies of Ethics Advisory Opinions are available from the Ethics Commission at (512) 463-5800 or at www.ethics.state.tx.us on the Internet.

PART I. STANDARDS OF CONDUCT AND CONFLICT OF INTEREST

The "Should Nots"

The legislature has adopted the following standards of conduct for state employees:

A state officer or employee should not:

- 1) accept or solicit any gift, favor, or service that might reasonably tend to influence the officer or employee in the discharge of official duties or that the officer or employee knows or should know is being offered with the intent to influence the officer's or employee's official conduct;
- 2) (2) accept other employment or engage in a business or professional activity that the officer or employee might reasonably expect would require or induce the officer or employee to disclose confidential information acquired by reason of the official position;

- 3) (3) accept other employment or compensation that could reasonably be expected to impair the officer's or employee's independence of judgment in the performance of the officer's or employee's official duties;
- 4) (4) make personal investments that could reasonably be expected to create a substantial conflict between the officer's or employee's private interest and the public interest; or
- 5) (5) intentionally or knowingly solicit, accept, or agree to accept any benefit for having exercised the officer's or employee's official powers or performed the officer's or employee's official duties in favor of another.

Gov't Code § 572.051. A state agency may not use appropriated funds to compensate a state employee who violates those standards. Gov't Code § 2113.014. Also, in some cases failure to follow the standards of conduct will violate one of the criminal statutes discussed in this pamphlet.

Private Interest in Measure or Decision

If a board member has a private or personal interest in a measure, proposal, or decision pending before the board, the board member must disclose that fact to the rest of the board in an open meeting and must refrain from voting or otherwise participating in the matter. Gov't Code § 572.058. The law specifies that a person does not have a "private or personal interest" in a matter if the person is engaged in a profession, trade, or occupation, and the person's interest in the matter is the same as others similarly engaged.

Note: This guide addresses only the laws that the Ethics Commission interprets. Other laws may contain additional "conflict of interest" provisions. In particular, state agency counsels should be aware of the common-law rule restricting a contract between agencies and agency board members. See Attorney General Opinion JM-671 (1987)

PART II. ACCEPTANCE OF BENEFITS

Chapter 36 of the Penal Code prohibits public servants from accepting certain gifts or benefits. Violations of the laws in this chapter carry criminal penalties, and complaints alleging such violations are handled by local prosecutors, not by the Texas Ethics Commission.

Bribery

As a public servant, you commit the offense of bribery if you solicit, offer, or accept a "benefit" in exchange for your decision, opinion, recommendation, vote, or other exercise of official discretion. Penal Code § 36.02. Common sense should tell you if something is a bribe. If it is, don't take it.

Honoraria

You may not solicit, agree to accept, or accept an honorarium in consideration for services you would not have been asked to provide but for your official position. Penal Code § 36.07. Thus, for example, you may not take a speaker's fee for speaking if your position with the state is one of the reasons you were asked to speak. The honorarium law does not, however, prohibit acceptance of food, transportation, and lodging in connection with

a speech that is more than merely perfunctory. If a state officer or the executive head of an agency accepts food, transportation, or lodging under these circumstances, the officer must report it on Part XIII of the annual personal financial statement. (A travel regulation provides that a state employee may not accept money for a travel expense reimbursement from a person that the employee's employing state agency intends to audit, examine, or investigate or is auditing, examining, or investigating. Gov't Code § 660.016.)

Prohibitions on Gifts

Most public servants are subject to one or more prohibitions on the acceptance of "benefits" from persons subject to their jurisdiction. Penal Code § 36.08. For example, a public servant in an agency performing regulatory functions or conducting inspections or investigations may not accept a benefit from a person the public servant "knows to be subject to regulation, inspection, or investigation by the public servant or his agency." *Id.* § 36.08(a). Similarly, a public servant who "exercises discretion in connection with contracts, purchases, payments, claims, or other pecuniary transactions" of the agency may not accept a benefit from a person the public servant knows is interested in or likely to become interested in such a transaction. *Id.* § 36.08(d). (The Appendix contains the full text of [section 36.08](#).) *These prohibitions apply regardless of whether the donor is asking for something in return.*

The statutory definition of "benefit" is "anything reasonably regarded as pecuniary gain or pecuniary advantage." Penal Code § 36.01(3). In advisory opinions, the Ethics Commission has stated that the following gifts are benefits: a \$50 clock, a hotel room, a hunting trip, football tickets, a \$160 rifle, and a \$60 restaurant meal. Ethics Advisory Opinion Nos. [97](#), [94](#), [90](#), [69](#), [60](#) (1992).

Exceptions to Gift Prohibitions

There are exceptions to the prohibitions set out in Penal Code section 36.08. These exceptions are exceptions to criminal liability under that section. You should also make sure that the laws and rules specifically applicable to your agency permit you to accept a benefit permitted under the Penal Code. Even if the acceptance of a gift is legally permissible, you should consider whether the gift raises the appearance of impropriety.

The following exceptions are most likely to be relevant to state officers or employees. (The Appendix contains the full text of [section 36.10](#), which sets out the exceptions to section 36.08.)

- You may accept non-cash items of less than \$50 in value. Penal Code § 36.10(a)(6). If a *lobbyist* provides you with food, beverages, entertainment, lodging, or transportation, however, the lobbyist must be present at the event.
- You may accept benefits in the form of food, lodging, transportation, or entertainment in any amount if you accept them as a "guest" and report them if there is an applicable reporting requirement. Penal Code § 36.10(b). In order for you to accept something as a "guest," the donor must be present.

Lobbyists may provide you with transportation and lodging only in connection with a fact-finding trip related to your official duties or in connection with an event, such as a conference, at which you will be providing "more than perfunctory" services in your official capacity.

State officers and agency heads: You will be required to report on your personal financial statement the acceptance of gifts worth more than \$250, except for gifts from a member of your immediate family or from a lobbyist required to report the gift. You must also report on your personal financial statement your acceptance of meals, transportation, or lodging provided in connection with a speech or other services you provided in your official capacity. (See above discussion on "Honoraria.")

- You may accept a benefit from a person such as a friend, relative, or business associate with whom you have a relationship independent of your official status *if the benefit is given on account of that relationship rather than your official status.* Penal Code § 36.10(a)(2).
- You may accept a payment for which you give legitimate consideration *in a capacity other than as a public servant.* Penal Code § 36.10(a)(1). The use of the term "legitimate consideration" means that the payment you receive must reflect the actual value of the services or goods you provide in exchange for the payment. Ethics Advisory Opinion No. 41 n.1 (1992).
- You may accept certain gifts, awards, and mementos from persons required to register as lobbyists. "Gift" in this context does not include food, entertainment, transportation, or lodging, which are discussed above. Penal Code § 36.10(a)(5). (See discussion of "Gifts Prohibited by the Lobby Statute" below.)

Gifts Prohibited by the Lobby Statute

The lobby law, chapter 305 of the Government Code, contains restrictions on gifts from a person required to register under that chapter. For the most part, the lobby statute is stricter than the Penal Code. For instance, you may not accept transportation and lodging in connection with a pleasure trip from a lobbyist. There is, however, one exception to the general rule that the lobby law is stricter than the Penal Code: Under section 36.10(a)(5) of the Penal Code, there is an exception from the Penal Code prohibition on the acceptance of benefits for a gift, award, or memento that is required to be reported by a lobbyist. Because of this exception there are circumstances in which it is permissible for you to accept a gift from a lobbyist that you could not accept from a non-lobbyist. If you are thinking about relying on this exception, you should ask the Ethics Commission for advice before you do so.

Gifts to State Agencies

The Ethics Commission has issued several opinions in response to questions about the acceptance of gifts by a state agency. Ethics Advisory Opinion Nos. [118](#) (1993), [63](#), [62](#), [51](#), [31](#) (1992). Chapter 305 of the Government Code, which regulates lobbying, and chapter 36 of the Penal Code, which regulates gifts to public officers and employees, do not apply to gifts given to a state agency. Ethics Advisory Opinion Nos. [62](#), [31](#) (1992). The statutes applicable to a specific state agency determine whether the agency has authority to accept

gifts. *Id.* Also, even if an agency has authority to accept gifts, it may do so only in accordance with the provisions of Government Code chapter 575.

Although questions about the specific authority of a state agency to accept gifts are outside the Ethics Commission's advisory opinion authority, previous ethics advisory opinions have set out some general guidelines about the acceptance of gifts by a state agency. First, the commission has noted that even if a state agency has authority to accept gifts generally, the agency may accept gifts on behalf of the agency only if the gifts can be used in carrying out the agency's powers and duties. A gift to a state agency becomes state property, and an officer or employee of the agency cannot be permitted to use it for private purposes. Consequently, acceptance of gifts by a state agency is not a permissible way of acquiring gifts for the personal enjoyment of individual state officers and employees.

Gifts to state agencies, even if legally permissible, may raise questions about impropriety. If the donor is subject to agency regulation or oversight, or engages in a business that can be affected by agency action, then it may be that the donor hopes or expects to gain favor with the agency. Even if that is not the case, it may appear to be so, especially to someone whose interests are different from those of the donor and who may feel at a disadvantage because of the donor's generosity.

Donation of Gifts to Charity

What should you do if someone sends you an unsolicited gift that you may not accept? Often public servants would prefer to donate such gifts to charity or to a governmental body, rather than returning them to the donor. A provision of the Penal Code allows such donations in specified circumstances:

A public servant who receives an unsolicited benefit that the public servant is prohibited from accepting under [section 36.08] may donate the benefit to a governmental entity that has the authority to accept the gift or may donate the benefit to a recognized tax-exempt charitable organization formed for educational, religious, or scientific purposes.

Penal Code § [36.08\(i\)](#).

PART III. ABUSE OF OFFICE

Chapter 39 of the Penal Code contains several provisions prohibiting a public servant from using his or her official position in various ways for non-governmental purposes.

Misuse of Government Property

As a public servant, you commit an offense if, with intent to obtain a benefit or harm another, you *misapply any thing of value belonging to the government* that has come into your custody or possession by virtue of your public office or employment. Penal Code § 39.02(a)(2). Simply stated, this means that you are to use government property for governmental purposes, not for personal or private purposes.

Frequent Flyer Miles: Penal Code section 39.02(d) specifically provides that travel discount awards such as "frequent flyer" miles, hotel or rental car discounts, or food coupons are

not things of value belonging to the government for purposes of the criminal law prohibiting misapplication of a thing of value belonging to the government. This means that personal or private use of travel awards accrued on state business is not a crime. The law does not, however, prevent a particular agency from adopting a policy requiring that such travel awards be used for agency purposes.

Political Campaigns: Do not use state time or state equipment to work on an individual's political campaign. See Ethics Advisory Opinion No. [172](#) (1993). Also, chapter 556 of the Government Code prohibits a state agency from using appropriated funds in connection with a political campaign. Further, it prohibits a state officer or employee from using official authority to interfere with or attempt to influence the result of an election. Gov't Code § 556.004. The Ethics Commission does not have authority to interpret chapter 556 of the Government Code.

Misuse of Official Information

As a public servant, you may have access to information that has not been made public. Chapter 39 of the Penal Code restricts your use of such information in the following ways:

- You may not use the information to acquire or help another person to acquire a pecuniary interest in any property, transaction, or enterprise affected by the information. Penal Code § 39.06(a)(1).
- You may not speculate or aid another to speculate on the basis of the information. Penal Code § 39.06(a)(2).
- You may not disclose or use the information with the intent to obtain a benefit or to harm another. Penal Code § 39.06(b).

PART IV. OTHER EMPLOYMENT

Concurrent Employment

Some of the laws under the jurisdiction of the Ethics Commission are relevant to questions about other employment by a state officer or employee. For example, under the bribery law, you may not solicit or accept a "benefit" in exchange for your decision, opinion, recommendation, vote, or other exercise of discretion as a public servant. Penal Code § 36.02. A salary is a benefit. See *generally* Ethics Advisory Opinion No. [155](#) (1993). Therefore, the crime of bribery occurs if a state officer accepts other employment in exchange for official action or inaction. In addition, under the honorarium law a state officer may not accept an honorarium for performing services that he or she would not have been asked to provide but for his or her official status. Other laws outside the Ethics Commission's jurisdiction may also restrict your employment. For information about such laws, consult your general counsel or the Office of the Attorney General.

Future Employment

If you are about to leave your position with the state, you should be aware of laws that might restrict your future employment. Chapter 572 of the Government Code contains three "revolving door" provisions. Each provision applies to different groups of former officers and employees of state agencies.

Note: If other law restricts you from representing a person before an agency after you leave your position, that law prevails over the second and third Government Code provisions discussed below.

Revolving Door #1

The first revolving door provision will apply to you if you are a former state officer or employee of a state agency. For two years after you cease to be a state officer or employee of an agency, you may not accept employment from a person if you participated on behalf of the state agency in a procurement or contract negotiation involving that person.

Note: The first revolving door provision only applies to a state officer or employee whose service or employment with a state agency ceases on or after September 1, 2015.

Revolving Door #2

The second revolving door provision will apply to you if you are a former board member or executive director of a regulatory agency. For two years after you cease to be a member of the board, you may not make any communication to or appearance before an officer or employee of the board on behalf of any person with the intent to influence agency action in connection with any matter on which that person seeks official action. The restriction applies even if the agency initiates the contact and even if you are communicating on your own behalf (subject to your due process rights). It does not, however, prevent you from merely providing information to the agency, as long as you are not doing so with the intent to influence agency action on behalf of a person.

Revolving Door #3

The third revolving door provision applies to all former board members and executive directors of regulatory agencies. It also applies to former employees who, at the time of leaving the agency, were compensated at or above a certain salary level. The law applies to a former employee whose compensation at the time of leaving state employment was at or above the level prescribed by the general appropriations act for step 1, salary group A17, of the position classification salary schedule. (The 2015 General Appropriations Act prescribed the minimum annual salary for salary group A17 to be \$36,976 for fiscal years 2016 and 2017.)

A former board member or employee covered by the third provision may *never* represent a person or receive compensation for services rendered on behalf of any person regarding a "particular matter" in which he or she "participated" while serving with the agency. A "particular matter" is a *specific* matter before the agency, such as an investigation, application, contract, rulemaking proceeding, administrative proceeding, request for a ruling, etc. This revolving door provision prohibits you from representing a person, or getting paid to help a person, regarding a *specific* matter in which you were either personally involved or that was a matter within your official responsibility while a state officer or employee. It does not prohibit you from working on the *type of matters* you worked on at the agency. *This restriction lasts forever.*

Note: For purposes of the Government Code revolving door statutes, a "person" is an individual or business entity. Gov't Code § 572.002(7). The statutes do not restrict former

state officers or employees from representing or providing services on behalf of nonprofit or governmental entities. Ethics Advisory Opinion No. 232 (1994).

Violation of either of the second or third revolving door provisions is a Class A misdemeanor. The Texas Ethics Commission may assess a civil penalty for a violation of any of the three revolving door laws.

PART V. PERSONAL FINANCIAL STATEMENTS

Board members and executive directors of most state agencies are required to file a personal financial statement with the commission on or before April 30 each year if they served at any time beginning on January 1 and continuing through April 30 of that year. Gov't Code § 572.026(a). If your term as a board member is ending or if you plan to resign from a board, you should be aware of the "holdover" provision of the Texas Constitution. Under this provision, a state officer "holds over" in office until replaced. A person who no longer attends meetings may nonetheless "holdover" as a board member. Thus, if you resign or your term expires before January 1 of a given year, you will still be required to file a financial statement for that year if your successor was not appointed before January 1.

However, if you are an appointed officer, as defined by section 572.002 of the Government Code, you are not required to file a personal financial statement if the following criteria are met before January 1 of the year the statement is due: (1) your term expired, you resigned, your agency was abolished, or your agency functions were transferred to another agency; and (2) you ceased to participate in the state agency's functions. If your term expired or if you resigned, you are required to provide written notice of your intent to not participate in the agency's functions to the Office of the Governor and to the Texas Ethics Commission.

Anyone who asks for extra time to file by April 30 is entitled to a one-time, 60-day extension. Call the Ethics Commission legal staff at (512) 463-5800 if you have questions when completing the form.

Note: New state law requires a personal financial statement filed with the Ethics Commission to be filed electronically. Please visit the Ethics Commission website at www.ethics.state.tx.us for information regarding the filing application and instructions.

Note: The commission imposes a civil penalty of \$500 for late filings. The commission has the authority to raise this penalty. There are criminal penalties for failing to file at all.

PART VI. LOBBYING BY STATE OFFICERS AND EMPLOYEE

The provisions of Government Code chapter 556 prohibit the use of appropriated funds to influence legislation. Those provisions are not under the Ethics Commission's jurisdiction. The lobby law, chapter 305 of the Government Code, is not applicable in this context. Note, however, that a *gift* from a state agency to a legislator may be prohibited under the Penal Code.

SUMMARY

This guide is intended to make you familiar with the laws interpreted by the Texas Ethics Commission that govern your conduct as a state officer. For further guidance, you should consult your agency's ethics advisor or general counsel. Also, feel free to call the Ethics Commission at (512) 463-5800 for advice or visit our Internet site at

<https://www.ethics.state.tx.us>.

APPENDIX

Penal Code Provisions Regarding Gifts to a Public Servant

§ 36.08. Gift to Public Servant by Person Subject to His Jurisdiction

- (a) A public servant in an agency performing regulatory functions or conducting inspections or investigations commits an offense if he solicits, accepts, or agrees to accept any benefit from a person the public servant knows to be subject to regulation, inspection, or investigation by the public servant or his agency.
- (b) A public servant in an agency having custody of prisoners commits an offense if he solicits, accepts, or agrees to accept any benefit from a person the public servant knows to be in his custody or the custody of his agency.
- (c) A public servant in an agency carrying on civil or criminal litigation on behalf of government commits an offense if he solicits, accepts, or agrees to accept any benefit from a person against whom the public servant knows litigation is pending or contemplated by the public servant or his agency.
- (d) A public servant who exercises discretion in connection with contracts, purchases, payments, claims, or other pecuniary transactions of government commits an offense if he solicits, accepts, or agrees to accept any benefit from a person the public servant knows is interested in or likely to become interested in any contract, purchase, payment, claim, or transaction involving the exercise of his discretion.
- (e) A public servant who has judicial or administrative authority, who is employed by or in a tribunal having judicial or administrative authority, or who participates in the enforcement of the tribunal's decision, commits an offense if he solicits, accepts, or agrees to accept any benefit from a person the public servant knows is interested in or likely to become interested in any matter before the public servant or tribunal.
- (f) A member of the legislature, the governor, the lieutenant governor, or a person employed by a member of the legislature, the governor, the lieutenant governor, or an agency of the legislature commits an offense if he solicits, accepts, or agrees to accept any benefit from any person.
- (g) A public servant who is a hearing examiner employed by an agency performing regulatory functions and who conducts hearings in contested cases commits an offense if the public servant solicits, accepts, or agrees to accept any benefit from any person who is appearing before the agency in a contested case, who is doing business with the agency, or who the public servant knows is interested in any matter before the public servant. The exception provided by Section 36.10(b) does not apply to a benefit under this subsection.
- (h) An offense under this section is a Class A misdemeanor.

(i) A public servant who receives an unsolicited benefit that the public servant is prohibited from accepting under this section may donate the benefit to a governmental entity that has the authority to accept the gift or may donate the benefit to a recognized tax-exempt charitable organization formed for educational, religious, or scientific purposes.

§ 36.09. Offering Gift to Public Servant

(a) A person commits an offense if he offers, confers, or agrees to confer any benefit on a public servant that he knows the public servant is prohibited by law from accepting.

(b) An offense under this section is a Class A misdemeanor.

§ 36.10. Non-Applicable

(a) Sections 36.08 (Gift to Public Servant) and 36.09 (Offering Gift to Public Servant) do not apply to:

(1) a fee prescribed by law to be received by a public servant or any other benefit to which the public servant is lawfully entitled or for which he gives legitimate consideration in a capacity other than as a public servant;

(2) a gift or other benefit conferred on account of kinship or a personal, professional, or business relationship independent of the official status of the recipient;

(3) a benefit to a public servant required to file a statement under Chapter 572, Government Code, or a report under Title 15, Election Code, that is derived from a function in honor or appreciation of the recipient if:

(A) the benefit and the source of any benefit in excess of \$50 is reported in the statement; and

(B) the benefit is used solely to defray the expenses that accrue in the performance of duties or activities in connection with the office which are nonreimbursable by the state or political subdivision;

(4) a political contribution as defined by Title 15, Election Code;

(5) a gift, award, or memento to a member of the legislative or executive branch that is required to be reported under Chapter 305, Government Code;

(6) an item with a value less than \$50, excluding cash or a negotiable instrument as described by Section 3.104, Business & Commerce Code;

(7) an item issued by a governmental entity that allows the use of property or facilities owned, leased, or operated by the governmental entity;

(8) transportation, lodging, and meals described by Section 36.07(b); or

(9) complimentary legal advice or legal services relating to a will, power of attorney, advance directive, or other estate planning document rendered:

(A) to a public servant who is a first responder; and

(B) through a program or clinic that is:

(i) operated by a local bar association or the State Bar of Texas; and

(ii) approved by the head of the agency employing the public servant, if the public servant is employed by an agency.

(b) Section 36.08 (Gift to Public Servant) does not apply to food, lodging, transportation, or entertainment accepted as a guest and, if the donee is required by law to report those items, reported by the donee in accordance with that law.

(c) Section 36.09 (Offering Gift to Public Servant) does not apply to food, lodging, transportation, or entertainment accepted as a guest and, if the donor is required by law to report those items, reported by the donor in accordance with that law.

(d) Section 36.08 (Gift to Public Servant) does not apply to a gratuity accepted and reported in accordance with Section 11.0262, Parks and Wildlife Code. Section 36.09 (Offering Gift to Public Servant) does not apply to a gratuity that is offered in accordance with Section 11.0262, Parks and Wildlife Code.

(e) In this section, "first responder" means:

- (1) a peace officer whose duties include responding rapidly to an emergency;
- (2) fire protection personnel, as that term is defined by Section 419.021, Government Code;
- (3) a volunteer firefighter who performs firefighting duties on behalf of a political subdivision and who is not serving as a member of the Texas Legislature or holding a statewide elected office;
- (4) an ambulance driver; or
- (5) an individual certified as emergency medical services personnel by the Department of State Health Services.

Forms & Instructions

Personal Financial Statement

PFS For Appointed TEC Filers

<https://www.ethics.state.tx.us/forms/pfs/pfsfrm-TEC.php>

1. Form PFS-TEC – To file a paper PFS with the Commission on a paper form as an appointed officer, use any of the following options to fill out Form PFS and print a copy of the completed form to file with the Commission. **Note:** Only appointees have an exception to file a paper PFS report. See [Filing a Personal Financial Statement Report](#) to file an electronic PFS report.

- Use E-Form PFS-TEC for editing with Adobe Reader or Acrobat and print a paper copy to file. This **IS NOT** used for filing the PFS electronically. This is **only** used to prepare and print a copy to file in a paper format. Read here for [How-To-Use E-Forms](#). Click the appropriate year below:

[Period Covered: January 1, 2021 through December 31, 2021](#) (Form PFS-TEC 2022)

[Period Covered: January 1, 2020 through December 31, 2020](#) (Form PFS-TEC 2021)

[Period Covered: January 1, 2019 through December 31, 2019](#) (Form PFS-TEC 2020)

- Print Form PFS-TEC and fill out the paper copy.

[Period Covered: January 1, 2021 through December 31, 2021](#) (Form PFS-TEC 2022)

[Period Covered: January 1, 2020 through December 31, 2020](#) (Form PFS-TEC 2021)

[Period Covered: January 1, 2019 through December 31, 2019](#) (Form PFS-TEC 2020)

If you are unable to use the PDF form, please contact us at 512-463-5800 for an alternate version.

2. Form PFS – Instruction Guide

The Form PFS Instruction Guide is intended for completing the PFS on a paper form. If you are using the Commission's electronic online filing application to complete a PFS, please use the Page Help instructions that are accessible from within the application.

[Period Covered: January 1, 2021 through December 31, 2021](#)

[Period Covered: January 1, 2020 through December 31, 2020](#)

[Period Covered: January 1, 2019 through December 31, 2019](#)

3. Security Information ([Form SECURITY-PFS](#))

In order to establish a primary email address and receive a password setup link to the PFS filing application, you must first fill out and submit a Form SECURITY-PFS and deliver it to the TEC.

4. Corrected Financial Statement and Good-Faith Affidavit – To correct a PFS with the Commission on a paper form as an appointed officer, you must submit a completed Corrected Financial Statement and Good-Faith Affidavit with the corrected Form PFS.

- E-Form: [Corrected Financial Statement and Good-Faith Affidavit](#)
- Paper Form: [Corrected Financial Statement and Good-Faith Affidavit](#)

5. Participation Form for Holdovers (Form PFS-PF) for agency filers

An appointed officer who resigns or whose term of office expires AND who ceases to participate in agency functions is not required to file the personal financial statement that is due because of service in that office after the resignation date or term expiration date. If your term expired or you resigned before January 1 of the current year **AND** you ceased to participate in the functions of the agency, you may not be required to file future personal financial statements. If this situation applies to you, you must give written notice to the Governor's Office and to the Texas Ethics Commission. Notice to the Texas Ethics Commission can be given by filing [Form PFS-PF \(Participation Form\)](#). Email your completed Form PFS-PF to affidavits@ethics.state.tx.us.

6. Trustee Statement (for reporting Blind Trusts)

- ✓ **FEES FOR SERVICES:** You may accept a payment to which you are lawfully entitled in a capacity other than your official status. In this case you may accept the offer without restriction. Remember, you may not take an honorarium for a service that you would not have been asked to provide but for your official status.
- ✓ **POLITICAL CONTRIBUTIONS:** You may accept a political contribution as a candidate or officeholder.
- ✓ **GOVERNMENT PROPERTY:** You may accept an item issued by a governmental entity that allows the use of property or facilities owned, leased, or operated by the entity.
- ✓ **FOOD, ENTERTAINMENT, TRANSPORTATION, & LODGING:** Benefits in the form of food, lodging, transportation, or entertainment are permissible if accepted as a “guest” and reported in accordance with any applicable reporting requirement. To accept something as a guest, the donor must be present. As to reporting requirements, certain elected officeholders, state agency board members, and state agency heads are required to file annual personal financial statements on which they must report certain gifts worth more than \$470. For most state *employees*, there is no applicable reporting requirement. Board members and agency heads may be required to report certain gifts on their annual personal financial statement.

DONATIONS TO CHARITY

If you receive an unsolicited benefit that you are prohibited from accepting, you may donate the benefit to a recognized tax exempt charitable organization formed for educational, religious, or scientific purposes.

Texas Ethics Commission

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Austin, Texas 78711-2070

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Fax (512) 463-5777

Visit us at <http://www.ethics.state.tx.us> on the Internet.

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Can I Take It?



A Guide for Officers and Employees in the Executive Branch of State Government.

Note: Employees of the Governor or Lieutenant Governor should refer to the “Can I Take It?” brochure specifically applicable to those offices.

Revised March 16, 2021

Can I Take It?

RULE NO. 1

YOU MAY NEVER TAKE ANYTHING AS CONSIDERATION FOR AN OFFICIAL ACT

The bribery law prohibits payments or gifts made in exchange for an official act. An official act includes a vote, a recommendation, and any other exercise of official discretion.

RULE NO. 2

YOU MAY NOT ACCEPT AN HONORARIUM FOR SERVICES YOU WOULD NOT HAVE BEEN ASKED TO PROVIDE BUT FOR YOUR OFFICIAL STATUS

This means, for example, that you may not accept a gift or payment for giving a speech if your official position was a reason for your being asked to give the speech. You may, however, accept meals, transportation, and lodging in connection with a speech as long as your speech is more than merely perfunctory. Also, you may accept a gift that is not a "benefit" such as a plaque or something of minimal value like a coffee cup, key chain, or "gimme" cap.

THE OTHER RULES: If acceptance of a gift or payment is permissible under Rule Nos. 1 and 2, the next step is to determine whether or not the person making the offer is a registered lobbyist.

A. IF THE PERSON MAKING THE OFFER IS A REGISTERED LOBBYIST:

1. You may not accept:

- ✗ Loans, cash, or negotiable instruments other than political contributions.
- ✗ Travel or lodging for a pleasure trip. (Incidental transportation such as a short ride in a car or taxi is permissible.)

2. You may accept:

- ✓ Food and beverages if the lobbyist is with you. There is no annual limit on the value of food and beverages you may accept from a lobbyist.
- ✓ Entertainment worth up to \$500 in a calendar year. (Entertainment includes, for example, sports events and concerts.) The lobbyist providing the entertainment must be present for the event.
- ✓ Gifts, other than awards and mementos, that together do not exceed \$500 in value during a calendar year.
- ✓ Awards and mementos worth not more than \$500. This is not an annual cap, but a cap on the value of each individual award or memento.
- ✓ Travel and lodging in connection with a fact-finding trip or to a seminar or conference at which you are providing services, such as speaking, and the services are more than perfunctory. Any lobbyist who is providing travel or lodging must be present at the event.
- ✓ Tickets or other expenditures for attendance at a political fundraiser or charitable event if the lobbyist is present at the event.

Note: You can find out if someone is a registered lobbyist by calling the disclosure filings section of the Texas Ethics Commission at 512-463-5800 or by going to www.ethics.state.tx.us/search/lobby.html.

PLEASE NOTE

Your name will appear on a lobbyist's activities report:

- if expenditures for your food, lodging, transportation, or entertainment in a day exceed \$132.60,* which is 60 percent of the amount of the legislative per diem;
- if expenditures for a gift, award, or memento exceed \$90; or
- each time an expenditure is made for you to attend political fundraisers or charity events, regardless of the amount spent.

* effective January 6, 2019

B. IF THE PERSON MAKING THE OFFER IS NOT A REGISTERED LOBBYIST:

A state officer or employee may not take any benefit from a person subject to the regulation, inspection, or investigation by that person or that person's agency. (A "benefit" is anything reasonably regarded as pecuniary gain or advantage.) There are, however, many exceptions to this general rule. **You may accept a gift, payment, or contribution as long as the gift, payment, or contribution fits into *any one* of the following categories.**

- ✓ ITEMS WORTH LESS THAN \$50: You may accept an item with a value of less than \$50. This exception does not apply to cash, checks, or negotiable instruments.
- ✓ INDEPENDENT RELATIONSHIP: There is an exception from the general prohibition on the acceptance of benefits for a gift based on
 - kinship
 - a personal relationship independent of your official status
 - a professional relationship independent of your official status
 - a business relationship independent of your official status.

(over)

Required Board Member Training

Education Code §61.0224(b)(7) requires training on the requirements of:

- (A) the open meetings law, Chapter [551](#), Government Code;
- (B) the public information law, Chapter [552](#), Government Code;
- (C) the administrative procedure law, Chapter [2001](#), Government Code; and
- (D) other laws relating to public officials, including conflict-of-interest laws; and
- (8) any applicable ethics policies adopted by the board or the Texas Ethics Commission.

Government Code §656.053

- Required contract management training for board members
- Offered by Comptroller of Public Accounts (CPA) online

Government Code §2256.007

- Legislatively mandated investment training for Board members
- Required during the first six months after appointment
- Required once per biennium

Office of Attorney General Required Training

Open Government Training

The Texas Government Code requires elected and appointed public officials to receive training in Texas open government laws. The Office of the Attorney General provides free video training courses to assist public officials in complying with this requirement. These videos are available at no cost and may be used as part of any training course on open government.

Open Meetings Act Training (<https://texasattorneygeneral.gov/og/oma-training>)

Texas Government Code section 551.005 imposes a mandatory educational requirement on members of a governmental body subject to the Open Meetings Act. The training requirement applies to all elected or appointed officials who participate in meetings subject to the Act, but it does not apply to public officials who do not conduct business in meetings subject to the Act, including, for example, law enforcement officials, auditors, or county clerks. These types of officials are not statutorily required to complete training under the Open Meetings Act.

The law requires that those members subject to the Act complete training within 90 days of taking the oath of office or otherwise assuming the responsibilities of office, and the training must include information regarding:

1. The general background of the legal requirements for open meetings;
2. The applicability of the Open Meetings Act to governmental bodies;
3. Procedures and requirements regarding quorums, notice, and recordkeeping under the Act;
4. Procedures and requirements for holding an open meeting and for holding a closed meeting under the Act; and
5. Penalties and other consequences for failure to comply with the Act.

The Office of the Attorney General's training video includes information on each of these elements and satisfies the requirements imposed by section 551.005. Upon completion of the training video, a public official may obtain a course completion certificate by following the directions on the video. The certificate must be maintained by the member's governmental body and made available for public inspection upon request.

Public Information Act Training (<https://texasattorneygeneral.gov/og/pia-training>)

Texas Government Code section 552.012 requires elected or appointed public officials to complete an open records training course. The training requirement applies to:

1. a member of a multimember governmental body;
2. the governing officer of a governmental body that is headed by a single officer rather than by a multimember governing body; or

3. the officer for public information of a governmental body, without regard to whether the officer is elected or appointed to a specific term.

The law requires that the specified public officials complete the training course within 90 days of taking the oath of office or otherwise assuming the responsibilities of office. A public official may designate a public information coordinator to satisfy the training requirement for the public official if the public information coordinator is primarily responsible for administering the responsibilities of the public official or governmental body under the Public Information Act. The designated public information coordinator is required to complete the training course within 90 days of the date the coordinator assumes the person's duties as coordinator.

The training course of not less than one and not more than two hours must include information regarding:

1. the general background of the legal requirements for open records and public information;
2. the applicability of the Public Information Act to governmental bodies;
3. procedures and requirements regarding complying with a request for information under the Public Information Act;
4. the role of the attorney general under the Public Information Act; and
5. penalties and other consequences for failure to comply with the Public Information Act.

The Office of the Attorney General's training video includes information on each of these elements and satisfies the requirements imposed by Government Code section 552.012. Upon completion of the training course, a public official or public information coordinator may obtain a course completion certificate by following the directions in the video. The certificate must be maintained by the official's or coordinator's governmental body and made available for public inspection upon request.

Texas Comptroller of Public Accounts Required Training

Senate Bill 1681 became law following the 2013 legislative session. One of its requirements is that state agency governing board members receive certain contract management training.

The bill ultimately was codified in Chapter 656 of the Texas Government Code by adding Section 656.053 to read as follows:

Sec. 656.053. TRAINING FOR GOVERNING BODIES. (a) In this section, "state agency" has the meaning assigned by Section [2056.001](#).

(a-1) The comptroller shall adapt the program developed under Section [656.052](#) to provide an abbreviated program for training the members of the governing bodies of state agencies. The training may be provided together with other required training for members of state agency governing bodies.

(b) All members of the governing body of a state agency shall complete at least one course of the training provided under this section. This subsection does not apply to a state agency that does not enter into any contracts.

(c) The comptroller may assess a fee for the training provided under this section in an amount sufficient to recover the comptroller's costs under this section.

(d) This section does not apply to the Texas Transportation Commission.

The Comptroller has made the course available 24 hours a day and seven days a week and there is no charge.

The following link will take you to the website for the Webinar Training for Governing Bodies, Senate Bill 1681: <https://comptroller.texas.gov/purchasing/training/webinar.php>.

Once you complete this training, please send a copy of your certificate of completion to Mary.Mitchell@highered.texas.gov. Should you have any questions about the training, please contact General Counsel Nichole.Bunker-Henderson@highered.texas.gov.

Public Funds Investment Act Training

The Public Funds Investment Act (Texas Government Code, Section 2256) specifies mandatory investment training requirements for elected and appointed officials who are subject to this law. Each member of the governing board of a state agency and its investment officer must attend at least one training session relating to the person's investment responsibilities within six months after taking office or assuming duties. An investment officer shall attend a training session not less than once each state fiscal biennium and may receive training from any independent source approved by the governing body of the state agency. The training must include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with Chapter 2256 of the Texas Government Code.

The University of North Texas, Center for Public Management offers the video "Texas Public Funds Investment Act Compliance" that satisfies this legal requirement. This course must be completed within six months from the date of the appointment. Please see information at <http://cpm.hps.unt.edu/investment-training-video>.

Once you complete this training, please send a copy of your certificate of completion to Mary.Mitchell@highered.texas.gov. Should you have any questions about the training, please contact General Counsel Nichole.Bunker-Henderson@highered.texas.gov.



By 2030, at least 60 percent of Texans ages 25-34
will have a certificate or degree.



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Current as of July 23, 2015

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Preamble to the 2015-2030 Texas Higher Education Plan

Higher education improves the lives of Texans. Our colleges and universities educate our teachers, nurses, and technicians. They find cures for life-threatening diseases and develop technologies that make our lives easier. They inspire, educate, and equip our students to be their best, encouraging them to be more civic-minded, helping them interact in diverse communities, and giving them a passion for lifelong learning. They retrain our adult population, including veterans, helping them find meaningful careers. They enrich us through the arts and new ideas. The impact of higher education is immeasurable.

Because of the importance of higher education, Texans united around the goals of the previous statewide plan, *Closing the Gaps by 2015*. Over a 15-year period, beginning in 2000, the Legislature established and funded new higher education institutions, appropriated \$3.3 billion for TEXAS Grants to help low-income students attend college, and increased funding for programs in critical fields. Institutions of higher education in the state responded by increasing access and improving completions. In 2014, they enrolled more than 1.6 million students – an increase of almost 600,000 since 2000. The institutions also awarded almost 250,000 bachelor's degrees, associate degrees, and certificates – approximately 130,000 more than in 2000.

Texas institutions have distinctive strengths that include conducting world-class research, serving underrepresented student populations, and developing new certificate and degree programs quickly in response to local workforce needs. Yet, they have one thing in common: They help students succeed. The new higher education plan, *60x30TX*, focuses on this common goal by striving for 60 percent of the 25- to 34-year-old Texas population to hold a certificate or degree by 2030. The plan seeks to increase student success through the combined expertise and resources of many stakeholders. Because of these collaborative efforts, Texas institutions of higher education will have more opportunities to grow, which will enrich students and the state.

The *60x30TX* higher education plan is bold. Because of the creativity and hard work of the faculty, administrators, and staff at our institutions of higher education, as well as the hard work of K-12 educators over the past 15 years, Texas is ready. Our foundation is strong. We have the potential to achieve things we could not have imagined 15 years ago. We invite you to join us as we work together to make higher education attainable for Texans of all backgrounds.

Executive Summary

The 60x30TX (“60 by 30 Tex”) higher education strategic plan contains four broad goals. Each goal contains a set of targets that will move the state toward reaching one or more goals. Many stakeholders across Texas will need to develop and implement a wide range of strategies to meet each target.



Without bold action, Texas faces a future of diminished incomes, opportunities, and resources.

THE OVERARCHING GOAL: 60x30

By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree.

The 60x30 goal is essential to the future prosperity of Texas. Without bold action, Texas faces a future of diminished incomes, opportunities, and resources. The 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families.

The first goal in the plan, the 60x30 goal, aims to increase the percentage of 25- to 34-year-olds in Texas who hold a certificate or degree. The goal focuses on 25- to 34-year-olds as an indicator of the economic future of the state and its ability to remain globally competitive. The state’s large population makes the Texas economy similar in size to that of many countries. Within this global context, the state has seen a relative decline in educational attainment among this younger population.

The 60x30 goal also uses 25- to 34-year-olds as a yardstick to answer the question: How prepared is Texas for the future? Through the focused efforts of industry, government, community organizations, K-12, and institutions of higher education, the state can respond positively to this question and achieve this goal.

THE SECOND GOAL: COMPLETION

By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor’s, or master’s from an institution of higher education in Texas.

The completion goal complements the 60x30 goal by supplying graduates of all ages from all two- and four-year institutions of higher education in Texas. The state will need to continue the degree production increases of recent years to reach this goal, with large increases required among targeted groups. Growth in certificates and degrees among two- and four-year colleges is critical for reaching the 60 percent in the 60x30 goal and educating a skilled workforce, but it is only part of the solution for reaching that goal.

THE THIRD GOAL: MARKETABLE SKILLS

By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.

The marketable skills goal emphasizes the value of higher education in the workforce. Students need to be aware of the marketable skills embedded in their academic programs, and institutions must make certain that students graduate with marketable skills. This goal charges two- and four-year public institutions in Texas with documenting, updating, and communicating the skills students acquire in their programs. Private institutions of higher education in Texas may opt to participate in this goal.

The marketable skills goal does not diminish higher education's obligation to produce well-rounded and well-informed individuals familiar with all fields of human activity and with a strong understanding of our country's founding principles.

THE FOURTH GOAL: STUDENT DEBT

By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

The student debt goal aims to help students who graduate with debt complete their programs with manageable debt. This goal challenges stakeholders to balance the levels of student loan debt with a graduate's earning potential the first year after college.

The intent of this goal is to hold student loan debt in Texas to 60 percent of first-year wages after college – 60 percent being the current level of loan debt for students who graduate with debt.

MAINTAINING EXCELLENCE, FOCUSING ON SKILLS

Since the adoption of the former higher education plan in 2000, Texas increasingly has become engaged in a global economy dependent on skilled and knowledgeable workers. Most of those workers must come from the state's institutions of higher education. While continuing to pursue increased knowledge and higher standards of excellence in teaching, research, and innovation, two- and four-year colleges in Texas will need to consider more explicitly the primary reason most students attend college: to get a better job and achieve a better life.

For Texas to solve problems and address public concerns now and in the future, it must have a large workforce with the skills and knowledge to push the state forward. This workforce must be educated and able to adapt and compete at the highest levels to maintain a strong state economy.

The four goals in the 60x30TX Plan are essential to the future prosperity of Texas.



THE OVERARCHING GOAL: 60x30

At least 60 percent of Texans ages 25-34 will have a certificate or degree.

- *Supports the economic future of the state*



THE SECOND GOAL: COMPLETION

At least 550,000 students in 2030 will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.

- *Requires large increases among targeted groups*



THE THIRD GOAL: MARKETABLE SKILLS

All graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.

- *Emphasizes the value of higher education in the workforce*



THE FOURTH GOAL: STUDENT DEBT

Undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

- *Helps students graduate with manageable debt*



The plan provides latitude for two- and four-year institutions and encourages local creativity in pursuing the *60x30TX* goals as institutions pursue their own distinct missions.

SHIFTS IN DEMOGRAPHICS

As this plan moves forward, the 25- to 34-year-old population in Texas will be increasingly Hispanic. Hispanics, along with African Americans, have traditionally been underrepresented in the state's higher education institutions but are critical to the success of the *60x30TX* Plan. It includes key targets for these and other groups that will be important for achieving the goals in this plan.

STUDENT-CENTERED

By charting a student-centered course and prioritizing higher education completion and workforce readiness, this plan enables the state, institutions of higher education, and the private sector to set Texas on a path toward continued prosperity. To compete and remain relevant in the future, Texas students must earn quality postsecondary credentials with skills that employers need. If graduates are to contribute to the state's revenue and have the means to pursue personal goals, they must also complete their programs with no debt or with manageable debt, relative to their starting wage after college.

LATITUDE IN PURSUING THE GOALS

Although the *60x30TX* Plan focuses on higher education in Texas and its relationship to the workforce, one size does not fit every institution of higher education in the state. The plan provides latitude for two- and four-year institutions and encourages local creativity in pursuing the *60x30TX* goals as institutions pursue their own distinct missions.

The *60x30TX* Plan addresses students' desires for a better life, employers' desires to remain competitive, and the state's need for a robust economy. This plan also strengthens the excellence and quality in Texas higher education by challenging the state's two- and four-year institutions to prepare students for the jobs of the future, while also inspiring them to contribute to a greater Texas society. The *60x30TX* Plan sets goals for Texas higher education that cannot be postponed without postponing the progress of Texas. ■

Introduction

Texas has become increasingly engaged in a global economy dependent on skilled and knowledgeable workers. Most of those workers must come from higher education. Although Texas is improving at increasing college completions for students from groups that traditionally have not earned certificates or degrees in large numbers, the state has not improved quickly or broadly enough to keep up with changes in demographics. Completions in higher education in Texas must reflect the population as a whole.

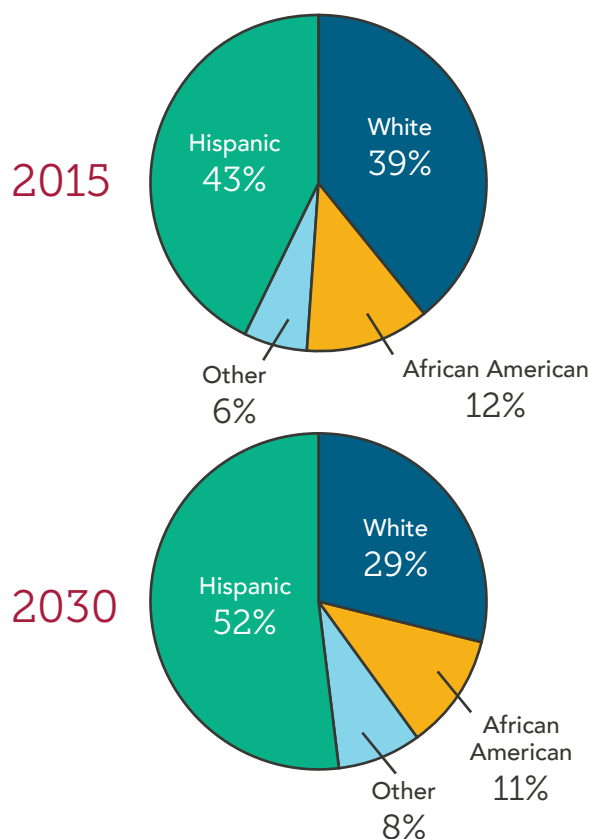
Given that the workforce will be more diverse in the future (Figure 1), the challenge is clear: Students of all backgrounds must complete certificates or degrees in larger numbers if the 25- to 34-year-old workforce of Texas is to be globally competitive in 2030. Failure to educate students of all backgrounds in larger numbers will result in lower incomes and a lower percentage of educated Texans in 2030 than in 2015. Those losses will spell a decline in the economic future of Texas and the opportunities available to its people. Without bold action, Texas faces a future of diminished incomes, opportunities, and resources.

While continuing to pursue increased knowledge and higher standards of excellence in teaching, research, and innovation, two- and four-year colleges in Texas will need to consider more explicitly the primary reason most students attend college: to get a better job and achieve a better life.

LOCAL CREATIVITY ENCOURAGED

How can Texas two- and four-year colleges achieve their missions, as well as educate students to enter the workforce and compete in a global market? In response, the 60x30TX

Figure 1. Race/ethnicity distribution of projected Texas population, ages 25-34.



Two- and four-year colleges in Texas will need to consider more explicitly the primary reason most students attend college.

Plan lays out ambitious goals for statewide educational attainment; completions of two- and four-year certificates and degrees; marketable skills; and student loan debt.

The aim of this plan is to help students achieve their educational goals and help the state remain globally competitive for years to come. Although the *60x30TX* Plan focuses on higher education and its relationship to the workforce, one size does not fit every institution of higher education in Texas. The *60x30TX* Plan provides the latitude for institutions to pursue the state's higher education goals while pursuing their distinct missions and institutional goals. The plan also encourages local creativity in pursuing the *60x30TX* goals and targets.

SKILLS DEFICITS, ATTAINMENT, AND COMPLETION

In 2012, the globally focused Organisation for Economic Co-operation and Development (OECD) showed Texas as one of several states experiencing skills deficits. Essentially, some employers in Texas could not hire enough workers with the required skillsets to meet workforce demand, which likely resulted in lost revenue for the state. Although Texas saw a large in-migration of workers and the state met most of its goals and targets set in the former higher education plan, only 35 percent of the 25- to 34-year-old population held an associate or higher degree in 2013, far less than many other states and nations. Adding certificates earned by this age group only increased the number of graduates with a postsecondary credential to about 38 percent.



Some sectors of the state's economy could not hire enough workers with the required skillsets to meet workforce demand.

The percentages suggest a link between the number of Texans holding a certificate or degree and the state's deficit in skilled workers. Certainly, Texas made big strides during the years of the former higher education plan, *Closing the Gaps by 2015*. At the outset of *Closing the Gaps* in 2000, about 116,000 students annually completed an associate degree, a bachelor's degree, or a certificate. The goal of that plan was to reach 210,000 postsecondary awards annually by 2015. The state reached this goal in 2011, four years ahead of schedule. By Fiscal Year 2014, the annual number of undergraduate awards had increased to about 251,000.

WORKFORCE ALIGNMENT

Yet those successes are only the beginning. The demand for skilled and knowledgeable workers continues to outpace workforce supply in Texas. For the state to remain competitive and prosperous, it will need *approximately 60 percent of its 25- to 34-year-olds to hold a quality certificate or degree by 2030*. (Indeed, some experts, such as Anthony Carnevale of Georgetown University, believe that Texas will need to reach this goal even sooner.)

Aligning higher education in Texas with the workforce is important, in addition to teaching students in broad ways that allow for flexibility in career choices. Texas students need both skills and broader learning to succeed in the workplace.

The 60x30TX Plan, however, recognizes that differences of interpretation exist about workforce needs for the future. Estimates from the U.S. Bureau of Labor Statistics (BLS), for example, are sometimes used to show that significantly fewer than 60 percent of workers will need a college credential to satisfy future workforce demand. The BLS, however, has clarified that its estimates, while useful for a range of purposes, are based on *current* education requirements for typical *entry-level* workers. These estimates are not meant to account for workers needed at *all* levels or to project overall educational demand for *future* workers. Specific details aside, what everyone can agree on is that having a degree matters – and employers are willing to pay for it.



Aligning higher education in Texas with the workforce is important, in addition to teaching students in broad ways that allow for flexibility in career choices.

A degree isn't enough, however. Texas students will need to match their credentials to employer needs. The role of higher education in helping students and employers coordinate their efforts is essential. Otherwise, as Jeff Strohl of Georgetown University points out, "Without this [collaboration], increased education can just mean increased unemployment and higher levels of mismatch."

GREATER REPRESENTATION, DEMOGRAPHIC SHIFTS

The goal of 60 percent attainment by 2030 will require solutions from both public and private sectors but is achievable only if a wide and representative range of Texans has access to a postsecondary education. Appealing to a wide range of Texans will be important given the population increase among Hispanics, who accounted for 65 percent of the state's population growth in the 2010 census. Other minority populations also grew significantly, while the numbers for the white population remained relatively flat. The demographic changes in the state underscore the need to achieve greater educational attainment among Texans of all backgrounds.

SOCIAL MOBILITY AND AFFORDABILITY

Preparing students to enter community colleges and universities and supporting them through the completion of certificates and degrees will mean demonstrating that higher education is still the best path toward greater social and economic mobility. Although college is not appropriate for every student, striving toward educational

parity between economically disadvantaged students and their non-disadvantaged counterparts is important for achieving an adaptable, innovative, and diverse workforce in Texas. Not all the solutions are up to two- and four-year colleges, but they will play a critical role.

History proves more education is good for the economy and good for the middle class as well. By expanding the educated workforce, the GI Bill brought a great economic boon after the 1940s. In *Soldiers to Citizens*, Suzanne Mettler states, “Millions used generous, dignified benefits to seize opportunities and become more actively engaged citizens.” Supporting students through completion to become more actively engaged citizens and to strengthen the Texas economy requires higher education stakeholders to address college affordability and make explicit the workplace skills students learn in their programs.



The intention of the goals and targets is to help students, institutions of higher education, employers, and the state to succeed using a shared vision of excellence for higher education in Texas.

STUDENT-CENTERED

The 60x30TX Plan lays out a comprehensive approach that focuses heavily on the needs of students and will require the support of both public and private stakeholders to succeed. Students, after all, are the ones who will decide to pursue higher education. Their decisions will influence the future prosperity of Texas and will affect the state’s ability to meet its needs for educated and skilled workers.

The intention of the goals and targets described in this plan is to help students, institutions of higher education, employers, and the state to succeed and flourish using a shared vision of excellence for higher education in Texas. Developed with input from school administrators, higher education leaders, community leaders, private industry leaders, elected officials, former faculty, and other stakeholders, the 60x30TX Plan establishes ideals for higher education that will help Texas secure its place in a global economy.

A LIVING DOCUMENT

Like its predecessor, the 60x30TX Plan seeks to create qualitative results built on quantitative foundations. A living document, the plan will track the state’s progress toward its higher education goals.

The Challenge Ahead

According to the OECD's rankings, the U.S. provides the least economic mobility among developed nations. The Social Mobility Index, which focuses on higher education policy related to economic disparities among students, ranks Texas higher education 21st among states in providing students with opportunities for economic and social mobility. These rankings are not likely to improve without bold and sustained efforts.

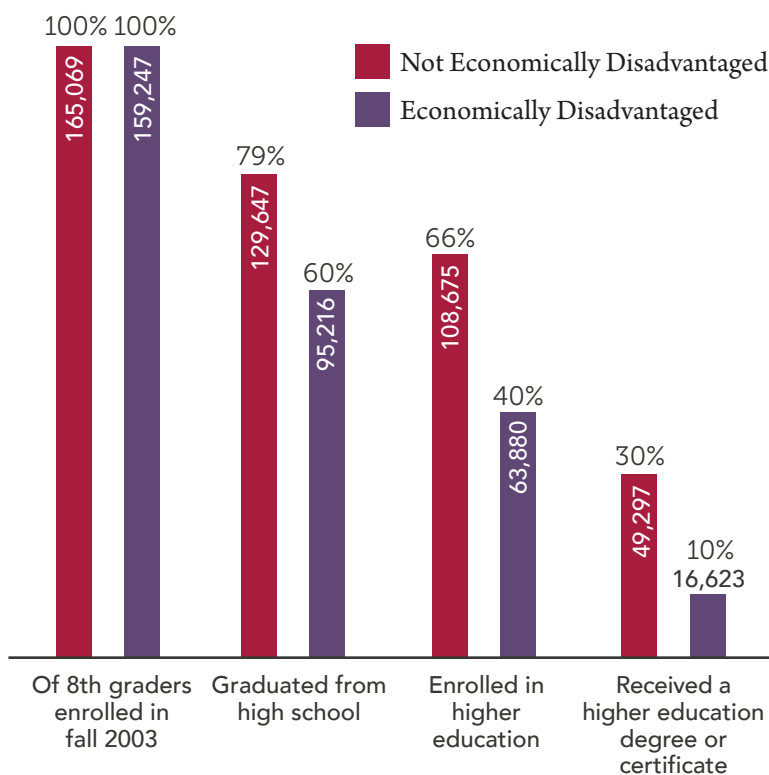
ECONOMIC DISADVANTAGE, DEMOGRAPHICS, AND THE WORKFORCE

The pipeline to the state's higher education starts with a K-12 public school population in which 60 percent of students qualify for free or reduced-price lunches. The graduation reports for Texas for fiscal years 2004 to 2014 show that only about 10 percent of the poorest eighth-grade students in Texas attain a postsecondary credential when tracked for 11 years.

Sadly, economic disadvantage is the best indicator in determining an individual's likelihood of attaining education past high school (Figure 2). For the state to remain competitive in the future, its two- and four-year colleges will need to make substantial efforts to reach out to students from all backgrounds.

Anthony Carnevale (Georgetown University) has stated that a majority of future jobs in the nation and in the state will require a postsecondary credential. He asserts that as early as 2020, "Fewer jobs will be available to people with less than high school or only a high school diploma." This is important because of the state's shift in demographics. The 25- to 34-year-old population, the target age group of the 60x30 goal, is projected to grow 41 percent among Hispanics between 2015 and 2030. Although the state has made strides among Hispanic Texans, poverty among this population has increased, especially among those with lower levels of education.

Figure 2. Economic status is a major factor for completion.



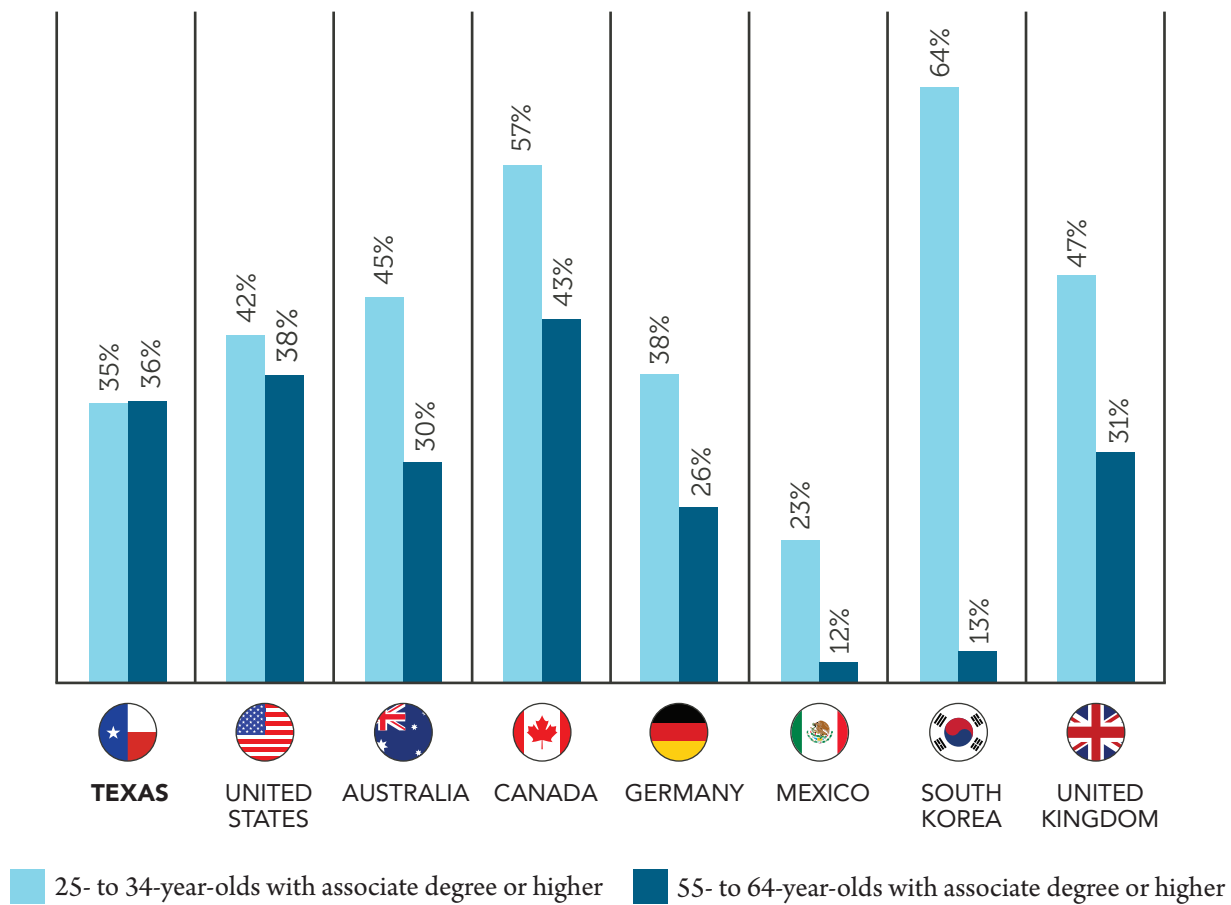
Source: THECB FY 2004 (Fall 2003) 8th Grade Cohort Tracked through FY 2014

As former Texas and U.S. demographer Steve Murdock points out in *Changing Texas*, workers of all backgrounds who possess only a high school education or less will increase from 48 percent in 2010 – unless the state takes bold action. In the absence of such action, the state will experience more pronounced and long-term workforce shortages. Texas must continue working toward parity for traditionally underrepresented populations in higher education to avoid this outcome.

DECREASE IN GLOBAL RANKING

The population and geographic size of Texas is greater than that of many countries. Thus, placing the state in this context helps highlight the state's relative decline in educational attainment over time. In 2013, Texans of ages 25-34 fell between the 23rd and 24th highest-ranking OECD nations in educational attainment (Figure 3) with only

Figure 3. Texas is losing ground globally.

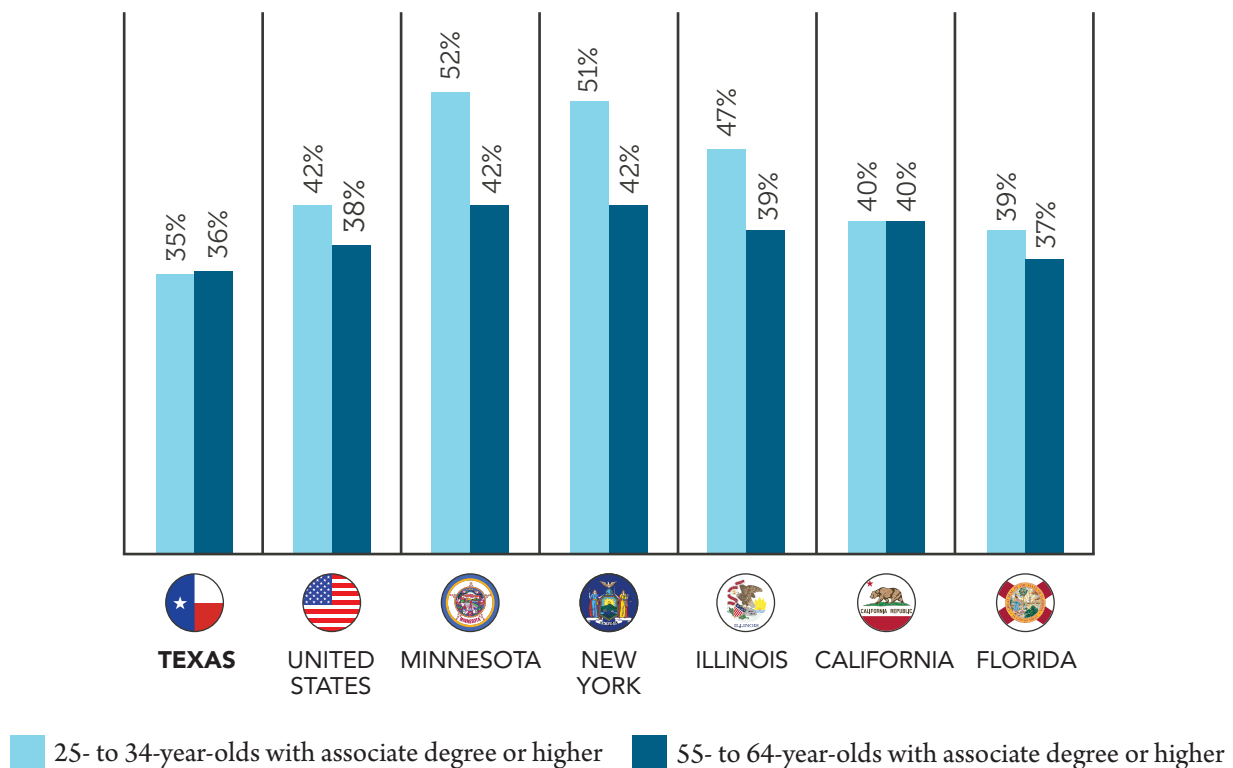


Source: Education at a Glance 2013, OECD Indicators and American Communities Survey Public Use Microdata Sample 2013

35 percent of this age group holding an associate or bachelor's degree. One generation ago, the same age group fell between the 3rd and 4th highest-ranking OECD countries. In other words, 30 years ago our young adult population was one of the most educated in the world. That is no longer true.

Figure 4 shows the percentage of the 25- to 34-year-old population's attainment of associate and bachelor's degrees relative to other states in the U.S. Although Texas has seen gains in the educational attainment of this population, the state's progress has been slow.

Figure 4. Texas is losing ground nationally.



Source: American Communities Survey Public Use Microdata Sample 2013



Building on *Closing the Gaps*, Texas must continue to re-imagine “college” and “college-going” to meet the state’s workforce needs.

RE-IMAGINING COLLEGE

In 2000, *Closing the Gaps* changed the educational emphasis from high school graduation to college access and success. The 60x30TX Plan focuses on college completion and workforce readiness. Building on *Closing the Gaps*, Texas must continue to re-imagine “college” and “college-going” to meet the state’s workforce needs.

For some students, college will mean earning a certificate in a yearlong program. For other students, college will mean earning an associate or bachelor’s degree by attending traditional classes or by participating in competency-based programs. For still others, college will mean earning associate degrees through dual credit or early college high school programs.

College may take place on a brick-and-mortar campus or on a device in a student’s living room. Regardless of the credential or method used to attain it, a college education will translate into more engaged citizens and greater prosperity for individuals, which will mean greater economic prosperity for the state.

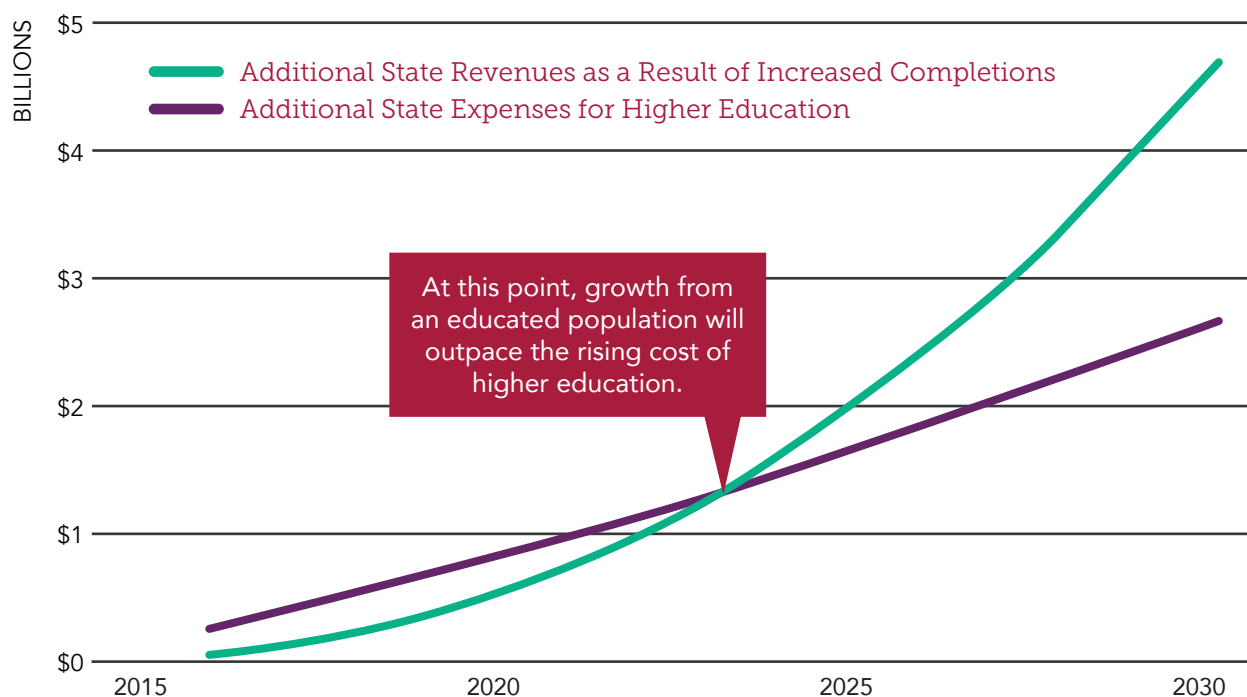
Some Benefits of Higher Education

Higher education is not only about producing degrees and doing research, but also about spurring new businesses. Economic growth, productivity, and development flourish when paired with the skills and new ideas students gain from higher education. Entrepreneurship programs and small business institutes, for example, nurture new businesses.

Higher education also increases knowledge and skills and results in greater individual marketability, wealth, and self-reliance, which reduces dependence on public programs. As college completions increase, wages go up and state tax revenues go up (Figure 5), leading to a reduction in public expenditures in areas such as Medicaid and corrections. Individuals with postsecondary degrees and credentials are less likely to need public assistance programs or to enter the correctional system.

Throughout the 15 years of the plan, the benefits of educating more students will increasingly exceed state expense. Headlines about student loan debt often fail to acknowledge those benefits or the skills graduates gain in college – all of which provide a boon to the state's economy.

Figure 5. Educated Texans produce economic growth.



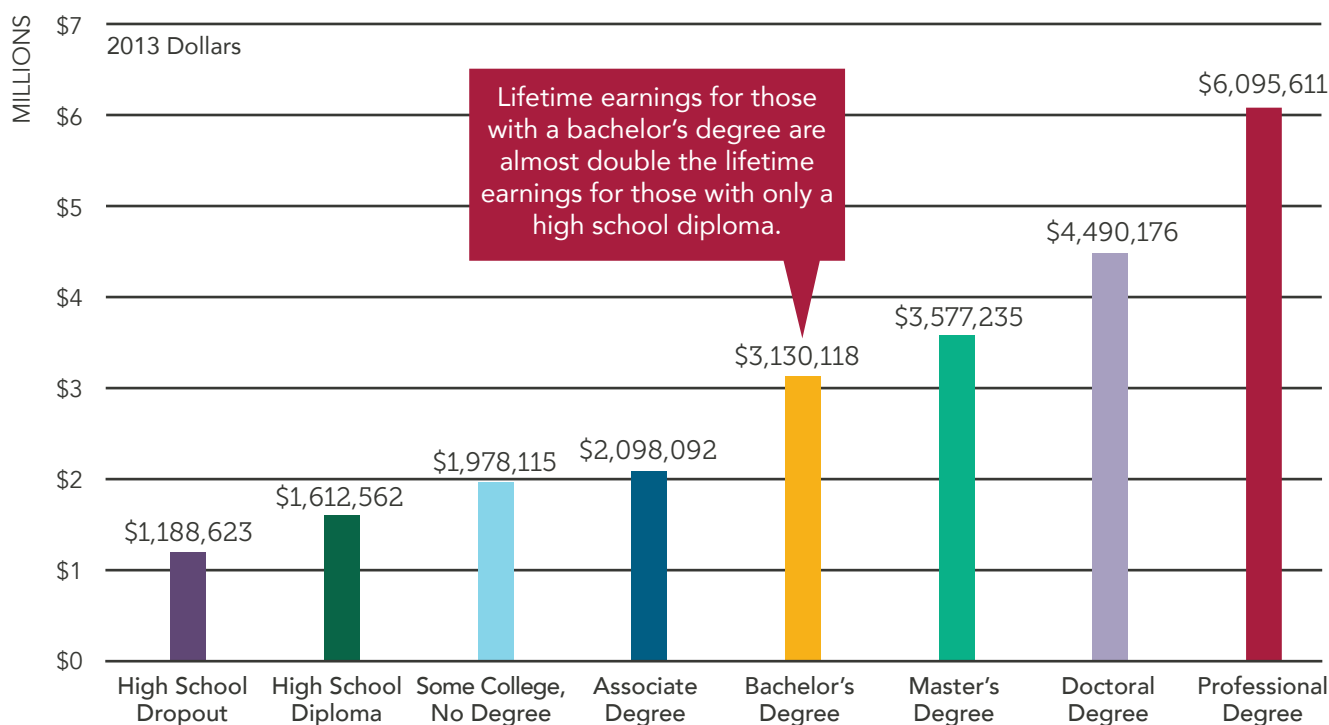
Source: U.S. Census Bureau American Community Survey Public Use Microdata Samples (2001–2013); National Association of State Budget Offices. State Expenditures Report. Fiscal Year 2009.

Savings in public programs mean more money for the state and for individuals in Texas. The nationally focused College Board report *Education Pays* found that 12 percent of high school graduates, versus 2 percent of graduates with bachelor's degrees, lived in households that relied on SNAP (Supplemental Nutrition Assistance Program) benefits in 2011.

INDIVIDUAL RETURN ON INVESTMENT

Experts from the Brookings Institution's Hamilton Project found that, "On average, the benefits of a four-year degree are equivalent to an investment that returns 15.2 percent per year." A 2015 report by the Economic Modeling Specialists International supports this claim and asserts that Texas students who complete degrees will account for \$524.9 billion in added income during their working lives. Combined data from 2011-2013 show that someone with a bachelor's degree will receive nearly double the lifetime earnings of a high school graduate (Figure 6). Higher education benefits the state, the individual, the workforce, and society in measurable and specific ways that must be encouraged and strengthened.

Figure 6. Higher education pays off.



Source: U.S. Census Bureau, American Community Survey, 2011, 2012, and 2013.
Texas' 3-year average inflation-adjusted earnings summed for Texans ages 25 to 64 by educational attainment for those working more than 32 hours per week and 49 weeks per year.

Into Higher Education and Through Completion

The overarching 60x30 goal of this plan is for 60 percent of 25- to 34-year-olds in Texas to hold a certificate or degree by 2030. Tracking the attainment levels for this age group may reveal future workforce deficits in areas that require postsecondary training.

All Texas two- and four-year institutions of higher education, whether public, independent, or for-profit, will play a crucial role in meeting the 60x30 overarching goal. Aligning postsecondary programs with the state's workforce needs will require a thoughtful process that not only acknowledges the value of workforce demands, but also acknowledges the creativity, diversity, and varied strengths of students.

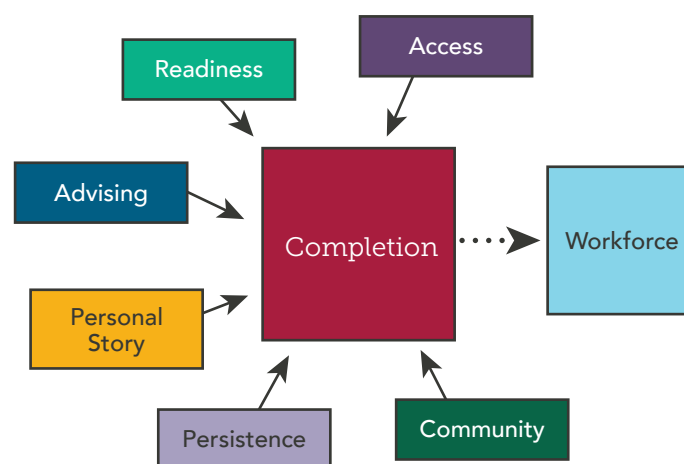
Many of those workforce skills will include soft skills and knowledge not easily aligned with a specific job or industry. Liberal arts studies, for example, often hone these skills and over time create flexibility and resourcefulness for individuals, allowing them to adapt nimbly to the jobs of the future while meeting the needs of today.

ALIGNMENT AMONG K-12, TWO-YEAR, AND FOUR-YEAR INSTITUTIONS

The state will achieve its goals for higher education through many strategies that will influence students to complete certificates and degrees. Creating pathways for students into higher education and through completion to the workforce will require higher levels of cooperation among higher education, K-12 education, and workforce leadership (Figure 7). For example, two- and four-year colleges will need to collaborate and align lower-division curricula so that students receive a coherent and rigorous general education, while being assured that their courses will transfer and count toward degrees. In addition, Texas will need more online education and innovation, such as applied baccalaureates (e.g., Bachelor of Applied Technology and Bachelor of Applied Science degrees) offered through community colleges or baccalaureates offered through universities in competency-based programs.

Texas institutions of higher education will need to work together more closely on such issues as teacher training, professional development, and college readiness. These strategies and others will help Texas reach the targets in this plan and will produce greater outcomes for students and for the state. ■

Figure 7. Many components influence student completion.



The 2030 Higher Education Goals for Texas

Vision for the 60x30TX Higher Education Strategic Plan			
Higher education is attainable for Texans of all backgrounds through challenging and diverse learning environments that foster individual potential and maximize the societal and economic contributions of graduates.			
		THE OVERARCHING GOAL: 60x30	
			
THE SECOND GOAL: COMPLETION	THE THIRD GOAL: MARKETABLE SKILLS	THE FOURTH GOAL: STUDENT DEBT	

The pages that follow lay out the goals, targets, and strategies of the 60x30TX Plan.

Goals: The goals contain broad language to provide latitude in achieving them. Although measurable, each goal's design allows institutions to respond according to the role they have in achieving that goal within the state's higher education system. The result of many meetings and discussions, this plan's goals rest on a careful assessment of the possible.

Targets: The targets under each goal are the keys to achieving each goal. Additional targets could easily have been included in the plan, but the ones chosen are critical for the state's future workforce needs and prosperity. One plan cannot respond to every educational aspiration or take into account the mission of every two- and four-year college in the state, but a statewide plan can drive success in key areas through focused goals and targets. If the state and its institutions of higher education implement successful strategies to reach the targets, the state will reach the goals.

Strategies: Developing and implementing strategies to reach each target will require the work of many stakeholders across the state. Successful strategies will require both top-down and bottom-up approaches at institutions of higher education and will require public and private partnerships. Institutions will need to collaborate with state agencies, such as the Texas Higher Education Coordinating Board (THECB), the Texas Workforce Commission (TWC), and the Texas Education Agency (TEA), as well as local, regional, and national companies. The challenge will be to develop fluid strategies that produce changes over time. The strategies presented are only some of the strategies that will help institutions to reach the goals and targets of the 60x30TX Plan.



THE OVERARCHING GOAL: 60x30

By 2030, at least **60 percent** of Texans ages 25-34 will have a certificate or degree.

The overarching 60x30 goal asks industry, government, two- and four-year institutions of higher education, and community organizations in the state to strive for greater prosperity for Texas and its nearly 27 million residents. The goal focuses on *25- to 34-year-olds who hold a certificate or degree* because this age group represents the future of the state and its ability to compete and prosper.

Learning leads to earning, and higher education unlocks opportunities for individuals whose resources might otherwise remain limited. The ability to explore intellectually, to aspire, and to realize those aspirations are the hallmarks of higher education and the foundation for the best and most resourceful workers. In turn, those workers can help to create the most dynamic workplaces.

HIGHER EDUCATION AND THE WORKPLACE

Higher education increases freedom from poverty, affords social mobility, and encourages greater participation in the public arena. It often produces individuals who are more skilled at solving problems and have a greater capacity for navigating their lives. A competitive Texas economy depends on its people having opportunities to increase their income and improve their quality of life.

Far from resting solely on the shoulders of institutions of higher education in the state, this goal belongs to those who desire to train and retain a globally competitive workforce. It also belongs to those who desire greater prosperity for Texans from all backgrounds.

The 60x30 Goal at a Glance

- Measures the percent of the Texas population with a postsecondary credential and counts each individual once, including:
 - Those who migrate into Texas with credentials
 - Those who receive credentials in-state
- Targets 25- to 34-year-old residents
- Includes credentials earned over multiple years
- Includes professional and doctoral degrees
- Focuses on the percentage of credentials needed to supply workforce demand and remain globally competitive



Reaching the 60x30 goal is essential for Texas to remain globally competitive and for its people and communities to prosper.

BIG STATE, BOLD NUMBERS

The 60x30 goal takes into account both graduates of Texas institutions and the in-migration of new residents who hold certificates or degrees. The goal includes those living in Texas who have earned a certificate or degree in or out of state. For this reason, the state will need to retain graduates from Texas institutions of higher education, as well as attract graduates from other states. The state will also need to improve its rate of attainment to a rate better than the average that has occurred in the five best years since 1998.

Bold but achievable, the 60x30 goal will translate into 2.7 million 25- to 34-year-old Texans who have certificates or degrees in 2030. This goal, however, is interdependent with the state's economy. In 2013, Texas attracted into the state a net of about 56,000 people ages 25-34 who had a postsecondary credential. If Texas loses its competitive edge, it will not attract the skills of educated workers from outside the state, and it may lose more educated workers than it gains. Texas must have a vibrant and diversified economy to attract and retain credentialed workers to meet the 60x30 goal.

In 2013, American Community Surveys data showed that an estimated 1.3 million Texans ages 25-34 (35%) had attained a degree. Although this number seems impressive, for the state to have reached the 2013 U.S. educational attainment level of 42 percent, it would have needed 235,004 more associate and bachelor's completions. If such shortfalls continue, Texas will become poorer and less competitive. Reaching the 60x30 goal is essential for Texas to remain globally competitive and for its people and communities to prosper.

STRATEGIES TO ACHIEVE THIS GOAL

TEA data show that Hispanics and African Americans make up more than 60 percent of the K-12 pipeline for higher education in Texas – a reason for government, institutions, community organizations, and business leaders to rally around the common cause of ensuring Texans of all backgrounds have access to higher education and the means to pursue it.

Leaders will also need to encourage and support economically disadvantaged students in their pursuit of higher education. With more than 60 percent of the state’s high school graduates of all backgrounds being economically disadvantaged, Texas cannot hope to reach the 60x30 goal without their participation and completions.

Two-year institutions can support efforts to reach this goal by strengthening connections and partnerships with local and regional organizations and local school districts. Four-year institutions can help by building or strengthening their connections to local or regional organizations and school districts.

Goal and Interim Benchmarks	2020	2025	2030
Increase the percent of Texans ages 25-34 with a certificate or degree to at least...	48%	54%	60%

These benchmarks ensure progressive improvement of state educational attainment throughout the plan years. (38.3% as of 2013)

Strategies

Respond to the needs of the changing population of Texas so students are supported into and through higher education.

For example:

- Aggressively **promote college attainment** to students and parents prior to high school.
- Develop and implement **education and curriculum delivery systems** (e.g., competency-based programs) to make higher education available **to a broader and changing population**.
- Provide **high-quality** education programs for **educationally underserved adults**.
- Develop practices to encourage **stop-outs** with more than 50 semester credit hours to return and complete a degree or certificate.
- Collaborate with the TWC to identify **critical fields** and to update them periodically.



THE SECOND GOAL: COMPLETION

By 2030, at least **550,000** students in that year will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.

The completion goal, unlike the 60x30 goal, pertains solely to credentials produced by Texas institutions of higher education, and it applies to students of all ages. To meet the future workforce needs of Texas, the state's two- and four-year colleges will need 550,000 completions by students in 2030, a significant annual increase in the number of postsecondary awards. During the 15 years of this plan, Texas will award 6.4 million certificates or degrees.

THE TARGET POPULATIONS FOR THIS GOAL

The targeted increase in awards recognizes expected population increases and requires an annual growth rate of about 4 percent for certificate and degree completions. This rate of growth is aggressive given that the completion goal's targets challenge Texas institutions of higher education to educate students from all backgrounds in proportion to the share of the population. This challenge includes economically disadvantaged students and students from a range of ethnicities.

Institutions of higher education will also need to target female STEM (science, technology, engineering, and mathematics) students, veterans, adults who have completed courses and left without completing degrees (stop-outs), and students in adult basic education programs, among others. Reaching this goal will require greater numbers of college-ready high school graduates and will require directing more adults who do not attend college

The Completion Goal at a Glance

- Measures the number of credentials Texas institutions of higher education produce each year
- Targets students of all ages in higher education
- Identifies the number of credentials needed to reach this goal by ethnicity, gender, and economic disadvantage
- Strengthens the 60x30 goal by increasing the number of educated Texans who contribute to the state's workforce



During the 15 years of this plan, Texas will award 6.4 million certificates or degrees.

immediately after high school toward certification and degree programs. Reaching, enrolling, and graduating students who are at risk of forgoing or failing to obtain a degree because of economic factors also will be important, and institutional innovation can address some of these issues. Although overlap exists among the targets (e.g., a student may be both Hispanic and economically disadvantaged), reaching each target will make a difference in the state's future and will move Texas toward higher levels of education and greater prosperity.

TIME-TO-DEGREE FACTORS

Substantial evidence suggests institutions need to be more prescriptive in their efforts to help students narrow their choices as they navigate higher education. Of students who failed to complete their higher education between 2008 and 2012, 48,000 four-year students had 90 or more semester credit hours (SCHs), and 161,000 two-year college students had 55 or more SCHs. Helping students navigate their early academic careers will help them persist.

Since 2000, Texas has made measurable progress in improving graduation rates, but it must strengthen these efforts to compete successfully with other states and countries. As of 2014, the state's six-year graduation rate was 60.5 percent for public four-year institutions, but removing the data for the two most selective public universities in the state drops the overall graduation rate to around 53 percent. For two-year institutions, the current six-year graduation rate for associate degrees is about 28 percent.

STRATEGIES TO ACHIEVE THIS GOAL

Texas institutions of higher education need to support students earlier in their educational careers to help them persist in their higher education. This may include:

- Expanding co-requisite course opportunities for developmental education students. These courses allow students to take credit-bearing courses while they take developmental education courses to improve their skills.
- Implementing competency-based programs that allow an adult student to demonstrate essential skills or knowledge either by exam or course completion, and then move through blocks of classes based on what the student knows, for a fixed semester cost, regardless of the number of courses the student completes successfully in one semester.
- Using assessments, such as the Texas Success Initiative Assessment, which enables institutions to accurately determine students' strengths and weaknesses and gives advisers the ability to provide better counseling to students based on this information.
- Implementing electronic degree plans that allow students to input their majors into a computer and receive a list of the required courses needed to complete a specific degree in four years, which may help students avoid taking classes unnecessarily and could shorten the time to a degree.

P-16 councils, adult education learning programs, dual credit programs, early college high school programs, and affordable baccalaureates will help connect institutions to local and regional groups and will support more completions statewide. Two- and four-year institutions working together can also support each other in reaching this goal.

Studies show that achieving 30 SCHs in Texas during the first year of college is critical for students to persist and complete. Attaining 30 SCHs in the first year might happen in a number of ways, including: (1) by students taking two semesters of 15 SCHs during the traditional academic year, or (2) by students taking two semesters of 12 SCHs during the traditional academic year and one session of 6 SCHs during the summer. Reducing the time to a degree will help students persist in completing postsecondary credentials.

Inherent in increasing completions is the need to strengthen guided pathways between two- and four-year colleges and to align lower-division curricula across institutions and degree programs. Doing so will place students on paths to receive coherent and rigorous educations that will transfer between colleges and count toward degrees.



Growth in certificates and degrees among two- and four-year colleges will be critical for reaching the 60 percent in the 60x30 goal and for educating a skilled workforce.

HOW THE COMPLETION AND 60x30 GOALS DIFFER

The completion goal closely relates to, but differs from, the 60x30 goal in important ways. The completion goal tracks annual awards earned for students of all ages; the 60x30 goal tracks the educational attainment level of the state's 25- to 34-year old population. The 60x30 goal includes the in-migration of educated 25- to 35-year-olds and includes only Texas graduates who remain in the state. The completion goal includes only those who graduate from Texas colleges and universities. Graduates who leave Texas for further education or employment opportunities are not included in the 60x30 goal.

The completion goal contains targets that build toward 550,000 awards earned solely from two- and four-year colleges in Texas. Growth in certificates and degrees awarded among two- and four-year colleges is critical for reaching the 60 percent in the 60x30 goal and for educating a skilled workforce, but it is only part of the solution for reaching that goal.

The completion goal helps ensure that growing numbers of Texans, and the state as a whole, reap the personal and economic benefits that come from completing high-quality degrees and certificates.

Goal and Interim Benchmarks	2020	2025	2030
Increase the number of students completing a certificate, associate, bachelor's, or master's from an institution of higher education in Texas to at least...	376,000	455,000	550,000

The first four targets are directly related to the completion goal. To reach this goal, Texas will need to maintain the strong degree production increases that it has experienced in recent years. (298,989 as of 2014)

Targets to Reach the Goal	2020	2025	2030
Increase the number of Hispanic students completing a certificate or degree to at least...	138,000	198,000	285,000

This target and the next one will help increase parity across completers for groups that have traditionally been underrepresented. (Hispanics 89,355 as of 2014; African Americans 37,658 as of 2014)

Increase the number of African American students completing a certificate or degree to at least...	48,000	59,000	76,000
Increase the number of male students completing a certificate or degree to at least...	168,000	215,000	275,000

The percentage of women enrolled in and graduating from higher education institutions has grown and men are not keeping pace. This target provides a means to monitor progress toward gender parity. (122,744 as of 2014)

Targets to Reach the Goal (cont.)	2020	2025	2030
<p>Increase the number of economically disadvantaged undergraduate students (Pell Grant recipients) completing a certificate or degree to at least...</p> <p><i>Economically disadvantaged students are less likely to succeed in higher education than their non-economically disadvantaged peers. This target emphasizes the importance of improving completion rates for this subgroup. (107,419 as of 2014)</i></p>	146,000	190,000	246,000
<p>Increase the percentage of all Texas public high school graduates enrolling in an institution of higher education in Texas by the first fall after their high school graduation to at least...</p> <p><i>Students who enroll directly from high school into college are much more likely to be college ready. This target helps to ensure high school graduates enroll in higher education at rates that support the completion goal. (54.2% as of 2014)</i></p>	58%	61%	65%
Strategies			
<p>Support the completion pipeline by providing access to multiple postsecondary options.</p> <p>For example:</p> <ul style="list-style-type: none"> Scale up and share practices that guide students to higher education. Collaborate with K-12 in improving college and career readiness. Increase the participation of economically disadvantaged high school students in dual credit and other college-level courses. Build credentials at each level with the aim of reducing coursework duplication and time to subsequent degrees. 			

Strategies (cont.)

Improve academic preparation and academic support for students to enter and complete higher education.

For example:

- Scale up and share practices that support students in their **academic preparation** for postsecondary education.
- **Streamline credential pathways** through the P-16 continuum to ensure that secondary education graduation plans, including endorsement coursework, prepare high school graduates for completing a postsecondary credential.
- Scale up and share practices that **support underprepared students** to increase persistence and completion and to reduce their time to degree.

Structure programs and support services to be responsive to the changing needs of the student population to help students persist through key transitions in higher education.

For example:

- Use **innovative approaches for content delivery** (e.g., block scheduling) and assessment to improve completion and reduce student cost.
 - Employ **High-Impact Practices** (HIPs). HIPs are evidence-based teaching and learning practices shown to improve learning and persistence for college students from many backgrounds. Various practices demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback.
 - Increase use of **predictive analytics** to identify and assist students at risk of not completing.
-



THE THIRD GOAL: MARKETABLE SKILLS

By 2030, all graduates from Texas public institutions of higher education will have completed **programs with identified marketable skills.**

This goal challenges institutions to think more explicitly about the programs they offer and the job skills that students learn within those programs. Marketable skills in this plan are defined as: *Those skills valued by employers that can be applied in a variety of work settings, including interpersonal, cognitive, and applied skill areas. These skills can be either primary or complementary to a major and are acquired by students through education, including curricular, co-curricular, and extracurricular activities.*

Clearly, many students in Texas are graduating from two- and four-year colleges with marketable skills. Public institutions of higher education, for example, adhere to the Texas higher education Core Curriculum and its six Core Objectives, which include the marketable skills of communications, critical thinking, and teamwork. Students who complete the Core Curriculum learn those skills at a basic level. Students, however, are not always aware of the value of these skills or able to articulate them to employers. Two- and four-year institutions can advance this goal by making students aware of the skills they learn within the Core Curriculum and other coursework.

THINKING EXPLICITLY ABOUT SKILLS

The programs at many institutions already include learning outcomes within their courses. The marketable skills goal challenges institutions to go further and think explicitly about the job skills students learn within their programs, so that students can articulate those skills to potential employers. Knowing the job skills they are learning may also motivate students to complete their degrees when they see how their coursework will benefit them in the workplace.

Identifying marketable skills for each program may seem daunting but speaks to why most students pursue higher education. In a 2012 UCLA study, 88 percent of surveyed students identified getting a better job as the motivation for going to college. Given students' desires to get better jobs and employers' desires to hire the best workers, identifying the skills gained through higher education is essential. Although this goal focuses on public two- and four-year colleges, private and independent institutions may opt in to this process.



Where identified marketable skills exist within programs, institutions need to promote them; where identified skills don't exist, institutions need to incorporate them.

Where identified marketable skills exist within programs, institutions need to promote them; where identified skills don't exist, institutions need to incorporate them. The list of marketable skills that institutions develop for their programs will be varied and extensive and may require frequent updates but are important because neither academia nor business can predict how skills will evolve over the next 15 years. No student, however, should graduate from any program without basic computer skills, e.g., the ability to effectively use word processing programs and online tools.

STRATEGIES TO ACHIEVE THIS GOAL

Institutions may need to consult chambers of commerce, workforce development boards, and other workforce-related organizations to identify marketable skills for particular jobs and industries. Students should be encouraged to take advantage of extracurricular activities that offer opportunities for them to acquire workplace skills outside their coursework. Institutions will also need to implement strategies, such as building networks of paid internships that count as college credit.

CONNECTION TO THE 60x30 AND COMPLETION GOALS

The marketable skills goal connects to the 60x30 goal by aligning higher education with workforce needs. It connects to the completion goal by providing students with a clearer picture of how courses relate to jobs.

Targets to Reach the Goal	2020	2025	2030
By 2020, institutions will have created and implemented a process to identify and regularly update marketable skills for each of their programs, in collaboration with business and other stakeholders.	100% Implemented	Continuously Updated	
<p><i>Students need to be aware of the marketable skills affiliated with their programs. The targets above ensure that institutions document, update, and communicate to students the skills acquired in their programs so that students can communicate those skills to potential employers. Target years can be modified to accommodate institutional program review cycles.</i></p>			

Maintain the percentage of students who are found working or enrolled within one year after earning a degree or certificate.	80%	80%	80%
<p><i>Having a substantial portion of Texas completers who remain in the state and are employed or who are pursuing additional education after completing a credential is important for the state's future. (77.1% as of 2013)</i></p>			

Strategies
<p>Identify marketable skills in every higher education program.</p> <p>For example:</p> <ul style="list-style-type: none"> ■ Convene a statewide group to explore general characteristics of marketable skills by meta-majors. This group should include representatives from institutions, industry, and other relevant stakeholders. ■ Establish collaborations between institutions and state, regional, and local employers to define desirable skills, and identify in-demand programs and courses that offer those skills. ■ Leverage existing efforts (e.g., the Liberal Education and America's Promise – LEAP – initiative) to ensure that marketable skills are addressed in every program.

Strategies (cont.)

Communicate marketable skills to students, families, and the workforce.

For example:

- Increase the quality and availability of information targeted to students about the transition from **higher education to the workforce**, including information about the transferability and alignment of skills. This information should be available through **academic and career advising** strategies.
 - Ensure marketable skills are integrated into curricula so that students can **demonstrate and communicate those skills** through established mechanisms.
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THE FOURTH GOAL: STUDENT DEBT

By 2030, undergraduate student loan debt will not exceed **60 percent** of first-year wages for graduates of Texas public institutions.

The student debt goal addresses balancing and managing student loan debt. The intention is to address student loan debt in Texas before it becomes unmanageable and deters greater numbers of students from seeking a degree. Each Texas public institution of higher education may address this goal and its targets differently, but every institution should seek to create an environment in which the debt students carry after graduation is manageable. Institutions have done much to be cost-efficient and must continue this work.

WHO INFLUENCES COLLEGE AFFORDABILITY

College affordability impacts student debt load, and unchecked student debt impacts life choices such as buying a house, raising a family, and saving for retirement. The health of Texas depends on an economically healthy population that has discretionary income. College affordability is key.

As with other states, about half of the Texas budget comes from taxes. The more discretionary income individuals have, the greater their purchasing power and the greater the state's potential revenues. Individual purchasing power also affects local governments that heavily depend on property taxes for their operating budgets. A population that can contribute to these tax bases is vital, and students saddled with unmanageable loan debt will be hard pressed to contribute.

THE CHALLENGE OF MORE EFFICIENCY

The state's public institutions ranked 28th nationally in 2013 in state funding, with students receiving an amount of state support also on par with the national average, at about \$5,300 per full-time

The Student Debt Goal at a Glance

Three groups directly influence college affordability:

- **Students** – Make an impact by maintaining the lowest possible debt levels and making good decisions about their time and finances during and after college, by maintaining affordable college lifestyles, and by understanding the total cost of borrowing money.
- **Two- and four-year colleges** – Affect affordability by striving to reduce expenses, while maintaining quality and ensuring that students know what they are buying and where their educational choices will lead them after college. Institutions have done much to be cost-efficient and must continue this work.
- **The state** – Can influence affordability by adequately funding higher education.

student equivalent. This plan, however, can succeed only if institutions of higher education in Texas continually strive for greater cost efficiencies. All stakeholders must increase efforts to improve cost efficiency, with the aim of holding down the expense of higher education to both the state and the student.

The challenge is that Texas ranked 23rd in the U.S. in 2013 in the percentage of undergraduate students considered economically disadvantaged, a population projected to grow. To achieve the completion and student debt goals, higher education must become more affordable to more of the population. One way to do that is for all stakeholders to work together to reduce the cost per degree.

TEXAS STUDENT DEBT ON THE RISE

Although Texas student debt has not reached national levels, it is on the rise at a rate of 8 to 9 percent annually. At this pace, student debt will become a deterrent to much larger numbers of Texans making decisions about pursuing higher education. To help students avoid debilitating debt after graduation, Texas public institutions of higher education will need to examine the affordability of attaining a certificate or degree. The less affordable a higher education is, the more debt students will accrue and the more access will be denied for those with the greatest financial need. This goal focuses on student loan debt in relation to first-year earnings with the understanding that college affordability is critical to achieving this goal and the other higher education goals in this plan.

STUDENTS WITH DEBT BUT NO DEGREE

The student debt goal also considers default rates in maintaining a healthy balance between debt levels and earning power. Data from Texas Guaranteed, which are included in the *State of Student Aid and Higher Education in Texas* report, indicate default rates have risen in the last 10 years and that a larger share of students with small loans default when compared to students with large loans. For students who borrow and do not complete their degrees, the average default rate is higher. The state comptroller's data show that about one-quarter of Texas student borrowers borrow less than \$5,000 and leave college without a degree; of those, one in four defaults.

This issue highlights the connection between the student debt and completion goals in this plan. Because loan debt undermines the perceived return on investment in higher education, this issue affects the decisions of potential students to pursue college, which has long-term repercussions for students' earning power and the state's workforce needs. Given the higher income and tax base associated with education past high school, the state's revenues will suffer if some students perceive that higher education is an option reserved only for some Texans.

STRATEGIES TO ACHIEVE THIS GOAL

Two- and four-year institutions will need to steer students toward degree plans early in their postsecondary careers. Complete College America and others suggest that institutions of higher education need to be more prescriptive in helping students narrow their choices when navigating through higher education. Emphasis in this area will help students avoid taking excessive semester credit hours (SCHs), which lead to greater costs and more debt in pursuit of an associate or bachelor's degree. As of 2014, Texas Guaranteed found that students in Texas averaged 98 SCHs to complete a two-year degree and 145 SCHs to complete a four-year degree, while most programs of study require only 60 and 120 SCHs, respectively. Excessive semester credit hours for degree completion in Texas contribute to student debt and less than timely completions.

Continued institutional emphasis on on-time completion will be integral to helping students avoid the higher costs associated with attending college for a fifth or sixth year in pursuit of a degree. Many studies have shown that the costs associated with the fifth and sixth years of continuous study among six-year graduates are much higher than the first four years and produce much greater student debt. Returning to an expectation that students graduate in four years will help to reduce student debt.



Texas could experience greater shortages in important fields if student loan debt spikes to the point that a majority of students choose programs based solely on potential income.

PROGRAM CHOICES BASED ON TALENT, INTERESTS

Another intention of this goal is to balance costs relative to areas of study so that students can choose programs based on their talents and aspirations and not solely based on the needs of the job market or the starting salary for a particular field. Loan debt, for example, might discourage some students from pursuing a career in K-12 teaching because teachers' starting salaries are generally lower than the mean for all starting salaries of four-year graduates. The same is true for social workers, journalists, artists, and community workers. As a result, Texas could experience greater shortages in important fields, such as teaching and social work, if student loan debt spikes to the point that a majority of students choose programs based solely on their potential income.

CONNECTION TO THE 60x30 GOAL

The intent of the student debt goal is to increase access and persistence, expand students' options for careers after graduation, and advance other life choices. Helping students complete credentials and balance debt load will help the state reach the 60x30 goal and will help two- and four-year colleges in Texas reach the completion goal. The student debt goal also will lead to healthier individual finances among graduates and a stronger state economy.

Goal and Interim Benchmarks	2020	2025	2030
Maintain undergraduate student loan debt at or below 60 percent of first-year wages for graduates of Texas public institutions.	60%	60%	60%

These benchmarks ensure student loan debt levels stay in balance with the earning potential of the credential. (60% as of 2012)

Targets to Reach the Goal	2020	2025	2030
Decrease the excess semester credit hours (SCHs) that students attempt when completing an associate or a bachelor's degree.	12	6	3

This target focuses on decreasing the total SCHs to degree to reduce costs and debt. (21 as of 2014)

Work to limit debt so that no more than half of all students who earn an undergraduate degree or certificate will have debt.	50%	50%	50%
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This target focuses on decreasing the overall number of students who have student loan debt. (50.7% as of 2014)

Strategies

Finance higher education in a manner that provides the most effective balance among appropriations, tuition and fees, and financial aid.

Make higher education more affordable for students.

For example:

- **Fully fund grants** for eligible students.
- **Support innovative approaches** for more affordable credentials.
- Reduce time to degree through **alternate degree pathways** to completion.

Build the financial literacy of Texans to promote a better understanding of how and why to pay for higher education.

For example:

- Implement personal **financial literacy** programs to support students going to college.
 - Convene a statewide advisory group to determine ways to better **advise students and parents on financial aid** options and the impact of those options on students' finances before, during, and after their college careers.
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Conclusion

The purpose of the 60x30TX Plan is to set goals for higher education in Texas for the next 15 years. This plan takes bold steps toward helping the state to meet the needs of its workforce, communities, and individuals.

To compete and remain relevant in the future, Texas students must attain quality postsecondary credentials, and they must complete those credentials and exit their programs with the skills employers need. If students are to graduate, contribute to the state's revenue, and become more engaged citizens, they also must exit their programs with no debt or with manageable debt, relative to their incomes. This plan addresses each of these areas through higher education goals aimed at the continued progress of Texas.



A Texas future without bold action is a Texas without a bold future.

By design, this plan is Texas-bold and Texas-achievable. As Abraham Lincoln said, “You cannot escape the responsibility of tomorrow by evading it today.” Aiming for a Texas workforce in which 60 percent of 25- to 34-year-olds in 2030 have attained a higher education is a great stride toward assuming responsibility for the future. Some may say this goal is too great to accomplish, but it must be accomplished – a Texas future without bold action is a Texas without a bold future. ■

(For more information about how this plan was developed, see Appendix A.)

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Appendix A: History of the Texas Higher Education Strategic Planning Committee for the 60x30TX Plan

On Dec. 9, 2013, Texas Higher Education Coordinating Board (THECB) staff distributed a memorandum requesting nominations for advisory committee members to all the chancellors and presidents of Texas institutions of higher education. The THECB sought: (1) former governing board members of Texas institutions of higher education, or (2) former presidents and chancellors of higher education institutions. THECB staff also sent requests to the business community and asked for nominations for business representatives who would be willing and able to contribute meaningfully to the work of the committee. The deadline for all nominations was Jan. 10, 2014.

After THECB staff received nominations, they reviewed them to ensure statewide coverage and even representation of all stakeholders. THECB staff then verified that nominees were willing to serve and recruited members from unrepresented areas. Many of the former presidents and chancellors also had worked in faculty positions during their careers.

On Jan. 6, 2014, the 30-day comment period ended for the new rules concerning the establishment of the Higher Education Strategic Planning Committee with no comments received.

At the quarterly meeting of the THECB on Jan. 23, 2014, the THECB: (1) adopted the rules for the Texas Higher Education Strategic Planning Committee (TxHESPC), and (2) voted to authorize the Board Chair and the Chair of the Board Committee on Affordability, Accountability and Planning to approve the membership of the Higher Education Strategic Planning Committee.

Final membership of the Higher Education Strategic Planning Committee was approved in late February 2014, with formal invitation letters sent to Strategic Planning Committee members on Feb. 21.

With the exception of July and December 2014 and June 2015, members of the 2014-15 TxHESPC met monthly from March 2014 through July 2015. The election of the chair and vice chair and

the charge to the committee occurred at the first meeting. Every meeting included presentations by one or two guest speakers and THECB staff, followed by substantial committee discussion. Speakers included both regional and national experts on topics related to the goals. These discussions led to the goals, targets, and strategies of this plan.

CHARACTERISTICS OF THE 60x30TX PLAN

The TxHESPC focused on these characteristics for the next long-range higher education plan for Texas. It needed to:

- Be concise and focused
- Contain two to five goals
- Set measurable targets
- Contain broad strategies
- Respond to statewide needs
- Respond to regional needs
- Stimulate creativity and adaptability

Members of the 2014-15 Texas Higher Education Strategic Planning Committee

Woody Hunt, *Chair*

James R. Anderson, Ph.D.
Martin Basaldua, M.D.
Jerry Bawcom, Ph.D.
Laurie Bricker, M.Ed.
James Dickerson, J.D.
Ramon H. Dovalina, Ph.D.

Bernie Francis
Robert Furgason, Ph.D.
E. D. "Doug" Hodo, Ph.D.
Wright Lassiter, Jr., Ph.D.
Steve Lyle

Larry R. Faulkner, Ph.D., *Vice Chair*

Donald "Dee" Margo
Jerry Massey, M.P.A.
Cathy Obriotti Green
Shirley (Neeley) Richardson, Ed.D.
Lionel Sosa
Jerry Turner, J.D.

Steve Murdock, Ph.D., *Special Advisor for Demographics*

Appendix B: Glossary

Adult degree completer:

Any student who has several years of life and/or work experience and previous college coursework who returns to an institution of higher education and completes a postsecondary credential.

Affordable baccalaureate:

The Texas Affordable Baccalaureate (TAB) program is a lower-cost degree. As of 2015, the TAB program offers one program of study, Organizational Leadership. Tuition for this degree is \$750 per term. Students are able to accelerate through as many courses per term as possible, provided they demonstrate mastery of the subjects. A student entering the program with no prior college credit should be able to complete the degree in three years for between \$13,000 and \$15,000.

Competency-based education:

Competency-based education is a flexible way for students to get credit for what they know; build on their knowledge and skills by learning more at their own pace; and earn high-quality degrees, certificates, and other credentials that help them in their lives and careers. Students in these programs show what they know and how well they know it through multiple ways of evaluating their learning. This is another choice for learning offered at some institutions through a variety of programs, with full support to help students when needed.

Co-requisite courses:

Courses required to be taken at the same time.

Economically disadvantaged:

High school students are identified as economically disadvantaged if they receive free or reduced-price lunches while attending high school. College students are identified as economically disadvantaged if they receive Pell Grants at any time while earning their degree.

Guided pathways:

A structured plan that clearly delineates the requirements and sequence of a program of study.

Marketable skills:

Those skills valued by employers that can be applied in a variety of work settings, including interpersonal, cognitive, and applied skill areas. These skills can be either primary or complementary to a major and are acquired by students through education, including curricular, co-curricular, and extracurricular activities.

Meta-major:

A grouping of courses to guide a first-year student toward a major in an area (e.g., science, business, arts and humanities, education) while the student still progresses toward graduation. All degrees in a meta-major share common courses. Undecided students can use a meta-major pathway to make more focused, intentional progress toward a degree, thus eliminating the accumulation of unnecessary courses and credits.

Postsecondary credential:

A degree or a level I, II, or III certificate.

Soft skills:

Skills broadly applicable to the workplace, but also broadly applicable to higher education. Included are skills such as communication, both written and oral; critical thinking; and teamwork.

Stop-out:

A student who temporarily withdraws from school or delays the pursuit of higher education with the intention of re-enrolling in the future.

Texas Higher Education Coordinating Board
P. O. Box 12788
Austin, Texas 78711
Main: (512) 427-6101
<http://www.thecb.state.tx.us>



Texas State of Higher Education Address

BY COMMISSIONER HARRISON KELLER, PH.D.

DEC. 3, 2021

Thank you, Donna, for that kind introduction. I want to say how much I appreciate you, Chairman Farias, and I'd like to acknowledge all of our members of the Coordinating Board who are here today. Thank you for your support and your dedicated work on behalf of Texas students and our colleges and universities.

Thanks to all of you for being here. I'm grateful you've taken time to come to Austin and participate in these conversations about the current state and future of Texas higher education.

I'm also grateful to our sponsors, including Google, the Meadows Foundation, Educate Texas, Greater Texas Foundation, the Texas Business Leadership Council, TLL Temple Foundation, and the Trellis Foundation. Because of your generosity, we're able to offer expanded programming this year.

I also want to acknowledge the dozens of regents, trustees, chancellors, and presidents who have made a point of being here for these conversations. Many of you were integral to higher education's response to the pandemic and all of you will play important roles in the exciting work ahead.

So much has changed since our last face-to-face leadership conference in 2019. When I became commissioner two years ago, none of us could have predicted a global pandemic would alter every aspect of our lives — how we work, how we engage, how we teach and learn. But I'm grateful for how we've been able to collaborate with higher education leaders, employers, and state policymakers to explore new ideas and develop a common vision of a talent strong Texas that is well-equipped to excel in a rapidly changing global economy.

Now, I'm eager to share my report on the state of Texas higher education, to reflect on the challenges we're still facing, and talk about the work that's already underway to build an even better talent strong Texas. We have a clear vision for what comes next — a vision for how Texas higher education will leverage the generational opportunities in front of us. A vision for how Texas will lead the nation.

Texas has set ambitious goals in the past, and as you'll hear, we are not backing away from them — instead, we're raising the bar.

It's hard to overstate the impact of what we've faced these past two years. For our state, the cost of the pandemic in Texans' lives and livelihoods has been staggering. More than 72,000 Texans who tested positive for COVID-19 have died. More than 4 million individuals have filed unemployment claims since March 2020, out of a workforce of about 14 million.

At the height of the pandemic, the Texas Workforce Commission was processing more unemployment claims each week than they had typically handled in a month, and more in a month than they'd handled in the previous year. For our colleges and universities, the COVID-19 pandemic was the largest disruption since the Second World War.

We saw large declines in enrollments, especially of students who are low income, as many students lost jobs and their family situations changed. Direct-to-college enrollments of high school graduates dropped more than 6%. Dual credit enrollments of high school students dropped about 8%. Transfer from community colleges to universities dropped about 8%. These rapid enrollment declines especially took a toll on our smaller colleges, which are more dependent on tuition and state formula funding. And all our institutions experienced an unprecedented confluence of increased costs and the simultaneous collapse of revenue streams from tuition, housing, food service, events, and athletics. Students and institutions have repeatedly had to adapt to these and other challenges — thanks to the leadership of many of you in this room.

This year, we're recognizing 10 colleges and universities as our 2021 Star Award winners. These institutions exemplified innovative and effective approaches to keep students, faculty, and staff safe and to support community public health responses. Their work is inspiring.

For example, when regional hospitals were in crucial need of ventilators, Texas A&M Commerce used 3D printing technologies to convert BiPap machines to ventilators for hospitalized patients. Lone Star College set up a virtual hospital setting to provide EMS training to firefighter cadets. And Houston Community College partnered with HEB to train grocery workers in their computer labs to keep critical supply chains running.

These honorees were chosen from a very impressive set of nominations. Again, I want to congratulate our Star Award winners and say thank you.

The pandemic also accelerated changes already underway in our economy — much faster than anyone anticipated. These disruptions have increased the returns to higher education.

Of those 4 million individuals who filed for unemployment, more than half had high school diplomas or less; only about 3% had bachelor's degrees.

Now, as our economy is recovering quickly, the unemployment rates for individuals who only have high school diplomas are still more than double those for bachelor's degree holders. And unemployment rates for individuals with less than a high school diploma are more than triple the unemployment rates for bachelor's degree holders.

The chairman of the Texas Workforce Commission recently testified that the gaps between the skills and credentials that most Texans have today and the skills required for most of the new jobs being created translates into a gap of 1.4 million jobs.

Education beyond high school is increasingly essential.

Today, enrollments at our colleges and universities are coming back. I'm happy to report that total fall 2021 enrollments are up over fall 2019 in almost every sector in higher education — except for our community colleges, where enrollments are down by about 11%, about 85,000 students. We have more work to do to understand what is driving that decline in community college enrollment; it may largely correspond to the availability of entry-level jobs.

Normally, we think of labor market participation as something positive. But many students have taken lower-skilled, entry-level jobs instead of enrolling in college or pursuing a skilled trade apprenticeship. Those short-term decisions can create a strategic vulnerability for students and the state. Both benefit when students trade short-term gains for paths that lead to better job prospects and greater economic mobility.

The impact of the pandemic on our students and our colleges and universities is profound, and our higher education leaders repeatedly have had to pivot to meet the needs of their students and the state. Thanks to your leadership, this disruption has also created a historic window of opportunity for Texas.

Last year, every college and university converted almost every course to online delivery in about two weeks. Several institutions shifted entire calendars and course schedules, breaking three-credit courses into multiple one-credit courses, experimenting with more intensive lab sections, and expanding flexible program offerings.

The creative energy of faculty, departments, and institutions across the state was suddenly channeled in new directions. That creativity — particularly the creativity of faculty innovators — will be essential to drive unprecedented innovations in teaching and learning, realize the historic window of opportunity that is now open for higher education, and expand access for generations of Texans to come.

As I said, the COVID-19 pandemic has been the largest disruption to our colleges and universities since the Second World War.

If we reflect back, the defining moment for American higher education in the post-World War II era was enactment of the GI Bill. Policymakers foresaw that the way forward from the pre-war economy to a new era of American prosperity, was through higher education. America invested in its talent on a grand scale — by giving its veterans, who had fought for so much already, the chance to build a more prosperous future.

This changed the trajectory of American history. Campuses across America opened their doors to a new generation of students, resulting in an economic boom, a golden age of American capitalism. And the fruits of this prosperity were available to more people than ever before.

Now, as we emerge from the global pandemic, we have arrived at another defining moment in history. In Texas, the window of opportunity is open for us to work together to advance an ambitious vision for higher education that will enrich the lives of generations to come.

Just as the history of our nation changed trajectories after enacting the GI Bill, we can rethink our assumptions about who our students are. We should think of our students well beyond those who are enrolled in traditional degree programs, including thousands more high school students, part-time online students, and working adults who will benefit from more flexible, short-term programs aligned with current and emerging jobs. By widening our lens on who we serve, we ensure all of Texas prospers.

In Texas, the hard work is already underway.

Governor Abbott and the legislative leadership recognized early in the pandemic that raising the bar in higher education would be central to the state's economic recovery and future competitiveness. Thanks to them, Texas was only one of a few states that prioritized discretionary federal stimulus funds through the Governor's Emergency Education Relief Fund for higher education, known as GEER.

So far, the governor and legislative leadership's commitments of more than a quarter billion dollars in GEER funds for higher education have enabled us to do the following:

- We were able to insulate our major need-based financial aid programs from budget cuts during the initial financial shocks of the pandemic. Working with our institutions, we were also able to deploy tens of millions of dollars in emergency financial aid, to help more than 60,000 students stay on track and avoid dropping out.
- We've awarded grants to dozens of public and private colleges and universities to accelerate digital learning. This work by teams of faculty innovators is rapidly expanding the state library of Open Educational Resources available at no cost to students. We're also supporting exciting new collaborations among our colleges and universities to share and enhance the digital content they use to support faculty.

- We've been working with the Governor's Tri-Agency Workforce Initiative, higher education institutions, and private philanthropy to modernize our state educational and workforce data infrastructure. This will enable us to streamline and automate the collection and reporting of higher education and workforce data to inform decisions and drive improvement.
- And we're providing seed funding to community colleges and universities to rapidly expand short-term credentials that align with regional and state workforce needs. This includes more than \$26 million in GEER funds to accelerate implementation of Senate Bill 1102, sponsored by Chairman Creighton. That law will expand community college workforce offerings through the Texas Reskilling and Upskilling through Education or TRUE program.

The 87th Texas Legislature has also made substantial investments in higher education, including recent appropriations of an additional \$15 million for the TRUE program at community colleges, \$20 million for comprehensive regional universities, \$50 million each to Texas Tech University and the University of Houston to accelerate their research capabilities, and most notably, the authorization of about \$3.3 billion in major capital projects at our public universities.

I'm thrilled to be able to share with you all this morning that later today, Governor Abbott will be announcing an additional investment in GEER funding for Texas higher education to support the critical work underway across the state in areas including nursing, college and career advising, student success, and direct aid to students. Thank you to our lawmakers for their continued investments in higher education and for recognizing the window of opportunity that is open for us.

A few weeks ago, I was at a meeting in Washington with my counterparts from other states. And I can report that this deep commitment to strengthening higher education isn't something you see in many other states. In Texas, it reflects the commitment of the governor and legislative leadership, who understand the strategic importance of higher education for short-term economic recovery and long-term competitiveness for Texas.

The stage is set for us to consider not only what Texas needs today from higher education but also how Texas can continue to raise the bar for generations to come.

I recall a conversation I had last year when one of our policymakers asked what higher education's major accomplishments should be when we look back in 50 years. To me, we must address three key dilemmas to unleash the potential of Texas talent and ensure our competitiveness into the future.

First, preparing for the workforce. During the pandemic, hundreds of thousands of Texans not only found themselves out of work but needing additional skills to get back into the workforce. Employers' needs are changing faster than anyone expected, from hospitals and tech firms to the new Tesla plant over on Highway 130. Texas employers are hiring, and they're vigorously searching for employees with the right skills and credentials that provide value in these jobs.

So, the question is: How we can increase the number and diversity of Texans with the skills and credentials that enable individuals and employers to be competitive in a rapidly changing global economy?

The second dilemma is student success. Far too many students stop out or drop out of colleges and universities with some college credit but no credential, especially students who are low income, and Black and Hispanic students. The U.S. Census estimates that nearly 4 million Texans have some college but no degree. If those former students have taken out debt, they can end up far worse than when they enrolled.

So, the question here is: How do we effectively and equitably improve our talent pipeline, from initial enrollment to graduation?

The third dilemma we must address is research and development. Texas has a gross domestic product of \$2 trillion. We have the ninth-largest economy in the world. And so far, we're home to 50 of the Fortune 500 corporations, including companies working at the frontiers of energy, technology, finance, and aerospace. Yet, we still have only three universities counted among the world's top 200.

Our economy is moving in directions that depend on knowledge and information faster than anyone ever anticipated. Like other great economies, Texas relies on the talent and discoveries produced by great universities, as engines of medical advances, technology innovations, and economic development. We saw that last year. The innovations that powered at least four of the COVID-19 vaccines were driven by discoveries made right here at a UT Austin lab, by Professor Jason McLellan and his team.

So, my final question is: How can we bolster our higher education research and development infrastructure to transcend the limits of knowledge, discovery, and innovation, especially to benefit local communities, regional economies, and the state?

Of course, these dilemmas are formidable — much larger than any single college, university, or system can solve on its own. To continue our progress, we need to make sure we have the right goals.

When I became commissioner in 2019, it was already clear the Texas economy was changing. More and more employers were looking for workers with certificates, degrees, and other postsecondary credentials. This was true in energy, in health care, in IT. It was true with companies that were native to Texas and those moving here from California and other states — startup companies and legacy employers.

So, we started a discussion with the governor's office about what it might take to update our state's 60x30TX higher education strategic plan, to better reflect the state's needs — to raise the bar. In February 2020, those discussions led to a formal charge from the governor to the Governor's Tri-Agency Workforce Initiative. Then COVID-19 hit and put these changes on the fast track.

Over the past year, we have been working with a steering committee of Coordinating Board members and members of the Texas Higher Education Foundation Board, with our Tri-Agency partners, and in consultation with employers, higher education leaders, and policymakers across the state to update our higher education goals. I'm excited to share this work with you.

In October, the Coordinating Board adopted the architecture for the updated plan, which we're calling Building a Talent Strong Texas. Next month, the board will adopt specific targets to measure progress. I'll talk briefly about the major considerations this new plan will address.

First, our current plan focuses primarily on our young working population, ages 25-34. We don't want to lose focus on our younger, more traditional age population, but we also understand our economy is changing faster than anyone expected. That's why we're raising the bar to include an attainment goal for 35-64-year-olds who need to reskill or upskill to compete in today's economy.

This goal underscores the importance of shifting our focus to think more broadly about who we serve — to acknowledge and embrace all Texans who want to pursue higher education, even when they don't fit the traditional student profile.

Second, we need to push ourselves so that we're not just aiming generically at educational attainment but are leading the nation in producing credentials of value. This includes a broader range of credentials than just our traditional degrees and certificates. It also includes short-term credentials and workforce credentials we haven't historically been tracking. Texas will be the first state to tie our completion goals directly to the wage premiums associated with postsecondary credentials. The first state.

The third important element has to do with student debt. Our current 60x30TX plan includes a goal aimed at students having debt at or below 60% of their first-year wages. That isn't very intuitive for students and families. So, we will continue to include a goal on student debt, but we will focus on students either having no debt at all (because more than half our students currently graduate with no debt) or students having low, manageable debt given the typical earnings for the credential they complete.

Fourth, it's striking that our current plan is completely silent on the vital research and development missions of our institutions. A lot of this work will focus on bolstering our research universities and accelerating the progress our emerging research universities are making.

At the same time, we shouldn't ignore the increasingly important roles regional universities and community colleges play through incubators, maker spaces, software development labs, and strategic partnerships. For example, last year,

the Army Futures Command and Austin Community College District partnered to open what they call the Software Factory. It provides a training pipeline for soldiers in areas like data science and AI while also connecting them with industry partners. When the Software Collaboration launched at the height of COVID, it was the first research collaboration of its kind in Texas between a community college and an outside partner. But it won't be the last. That's one reason we will aim to expand private and federally sponsored research across all our institutions.

And, throughout our work to advance our goals, we must be even more intentionally committed to advancing equity. In raw numbers, Texas grew more than any other state over the past decade and is one of the youngest and most diverse states in the nation. More than 95% of our growth over the past decade was in communities of color. That means if we're not advancing our goals equitably, we cannot meet those goals.

At the Coordinating Board, our updated state goals will guide all of our priorities, partnerships, projects, and policy work over the next year and beyond.

We will double down on our work with community and technical colleges, universities, health related institutions, systems — and in partnership with Texas employers — to expand short-term credential offerings that align with workforce needs. Short-term, flexible credentials will be essential for expanding access and opportunity for more Texans and realizing our goals.

We will deepen our partnerships with TEA and the Workforce Commission, and continue to work with institutions, employers, chambers of commerce, and other partners to strengthen college and career advising across the state, from middle school students to adult learners.

We will deploy new online tools for students and families, institutional leaders, and the public to help inform their decisions. An important part of this work will include interactive advising resources for students and their families. We will also release public data dashboards for our new goals that present data by program, disaggregated by race, sex, and income.

And we look forward to supporting our policymakers as they work to align our state higher education finance systems with our state higher education goals, starting with the work that's already underway in the Community College Finance Commission. Our current higher education finance system was designed for another era, not the dynamic and rapidly changing 21st century economy.

Yes, the challenges we've faced these past two years were formidable, and there is much more work to be done. Your students, your institutions, and your communities have real and urgent needs.

At the same time, it's important to acknowledge the progress you've already made. It's also important to acknowledge the historic window of opportunity that's open now because of the hard work and innovation of our Texas higher education leaders, faculty, and staff, and because of strategic investments by our state leadership.

I look forward to continuing our work with you and your institutions so we can take full advantage of this moment — a moment like we haven't seen since the GI Bill changed higher education three-quarters of a century ago. The Coordinating Board, my team, and I are committed to serving as a resource, partner, and advocate for you and your colleagues in Texas higher education. And over the next year, we're ready to accelerate our work together.

We all know the disruptions and setbacks we've experienced during the COVID-19 pandemic. But we're not backing off our ambitious goals. Instead, we're raising the bar.

We are raising the bar to serve more Texans than we've ever served before, including Texas students who stopped out before completing postsecondary credentials and hundreds of thousands of adults who need to reskill or upskill.

We are raising the bar to ensure all students can earn credentials of value in the Texas labor market, with a clear line of sight to good jobs and fulfilling careers, all while leveraging the data we collect to guide our investments and drive improvements.

We are raising the bar to bolster our capabilities to work at the frontiers of human knowledge and discovery and to accelerate the pace of innovation and commercialization.

Most of all, we must raise the bar to make sure all Texans can participate in, benefit from, and contribute to the unique opportunities of our great state.

That is how we'll ensure Texas competitiveness for the long term, by working together, leading the nation, and doubling down on our commitment to Building a Talent Strong Texas.

I appreciate your contributions over the past day and a half. For those of you who traveled across the state to join us, please travel safely as you make your way back home. I look forward to continuing our conversations and partnership, and I hope to see you again soon.

Thank you, and God Bless the great state of Texas.

Agency Strategic Plan

Fiscal Years 2021-2025

June 2020

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AGENCY STRATEGIC PLAN

FISCAL YEARS 2021 TO 2025

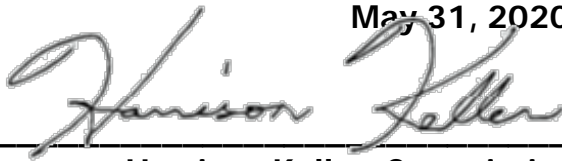
BY

TEXAS HIGHER EDUCATION COORDINATING BOARD

Board Member	Dates of Term	Hometown
Stuart W. Stedman, Chair	2016-2021	Houston
Fred Farias III, O.D., Vice Chair	2019-2025	McAllen
Ricky A. Raven, Secretary	2016-2021	Sugarland
S. Javaid Anwar	2015-2021	Midland
Cody C. Campbell	2019-2023	Fort Worth
Emma W. Schwartz	2019-2025	El Paso
R. Sam Torn	2019-2025	Houston
Donna N. Williams	2018-2023	Dallas
Welcome W. Wilson Jr.	2018-2023	Houston
Lauren C. McKenzie, Student Representative	2019-2020	Houston

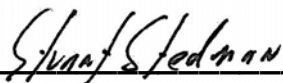
May 31, 2020

Signed:



Harrison Keller, Commissioner of Higher Education

Approved:



Stuart W. Stedman, Chair

**TEXAS HIGHER EDUCATION COORDINATING BOARD
AGENCY STRATEGIC PLAN FOR FISCAL YEARS 2021-2025**

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TEXAS HIGHER EDUCATION COORDINATING BOARD AGENCY STRATEGIC PLAN FOR 2019-2023

Agency Mission, Philosophy, and Core Values

The mission of the Texas Higher Education Coordinating Board (Coordinating Board) is to provide leadership and coordination for Texas higher education and to promote access, affordability, quality, success, and cost efficiency through *60x30TX*, resulting in a globally competitive workforce that positions Texas as an international leader. The Coordinating Board's philosophy is to promote access to and success in quality higher education across the state with the conviction that access and success without quality is mediocrity, and that quality without access and success is unacceptable. The Coordinating Board's core values are:

- *Accountability*: We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions, and aspirations.
- *Efficiency*: We accomplish our work using resources in the most efficient manner.
- *Collaboration*: We develop partnerships that result in student success and a highly qualified, globally competitive workforce.
- *Excellence*: We strive for excellence in all our endeavors.

Statewide Objectives and Agency Goals

In February 2020, Governor Greg Abbott and the Legislative Budget Board issued five statewide objectives, requiring each state agency to align its operational goals so that their agency is:

1. accountable to tax and fee payers of Texas;
2. efficient by producing maximum results with no waste of taxpayer funds and by identifying any function or provision considered redundant or not cost-effective;
3. effective by successfully fulfilling core functions, achieving performance measures, and implementing plans to continuously improve;
4. attentive to providing excellent customer service; and
5. transparent such that agency actions can be understood by any Texan.

For Fiscal Years 2021-2025, the Coordinating Board has identified three operational goals aligned to statewide objectives:

1. Serve as a trusted and valued partner to higher education stakeholders.
2. Be an effective steward of administrative and trustee funds.
3. Advance and refine the state's strategic plan for higher education, *60x30TX*.

AGENCY OPERATIONAL GOALS AND ACTION PLANS
<p>Goal 1: Serve as a trusted and valued partner to higher education stakeholders.</p>
<p>SPECIFIC ACTION ITEMS TO ACHIEVE THIS GOAL</p> <ol style="list-style-type: none"> 1. Strengthen channels of communication with the Governor, legislators, institutions of higher education (institutions), state agency partners, the business community, and other stakeholders invested in the success of Texas higher education. 2. Research, analyze, and publicize state, national, and international trends and best practices in higher education. 3. Provide objective, timely, and relevant data and analysis to higher education decision-makers. 4. Work in partnership with and on behalf of institutions of higher education to advocate for Texas higher education.
<p>HOW THIS GOAL OR ACTION ITEMS SUPPORT(S) EACH STATEWIDE OBJECTIVE</p> <ol style="list-style-type: none"> 1. Accountable to tax and fee payers of Texas. <p>The Coordinating Board works in close partnership with the Governor, legislators, institutions, agency partners, and external stakeholders to craft and implement relevant higher education policy. The agency works to effectively achieve state priorities by supporting and informing institutions as they undertake efforts to enhance the success of Texas students.</p> 2. Efficient by producing maximum results with no waste of taxpayer funds and by identifying any function or provision considered redundant or not cost-effective. <p>The Coordinating Board is well positioned to serve as a clearinghouse for data and information on practices and policies that show promise or have proven results in addressing challenges at institutions. The agency will work to inform and partner with higher education leaders on innovative practices and policies to benefit students and institutions.</p> 3. Effective by successfully fulfilling core functions, achieving performance measures, and implementing plans to continuously improve. <p>The core function of the agency is to coordinate among institutions – fostering collaboration, supporting institutions’ efforts to address the needs of their students, and informing policymakers as they develop innovative, ambitious new policies. The agency will work to continuously improve our performance by deepening our understanding of stakeholder perspectives and working as a thought partner to spur new approaches to solving long-standing challenges.</p>

4. Attentive to providing excellent customer service.

Higher education stakeholders are our customers, and having collaborative, respectful engagement with institutions and policymakers will allow us to provide excellent customer service. We seek to understand our customers' perspectives, priorities, interests, and concerns so that we may provide timely, relevant information to benefit their operations.

5. Transparent such that agency actions can be understood by any Texan.

Being a trusted and valued partner requires transparency. The Coordinating Board uses numerous methods and venues for remaining transparent to our partners, including advisory committee meetings, public meetings, engaging in negotiated rulemaking, participating in state association meetings, holding regular briefings, and visiting campuses.

OTHER CONSIDERATIONS RELEVANT TO THIS GOAL OR ACTION ITEM

The Coordinating Board was established in 1965 to provide effective and efficient coordination of and planning for higher education, and one of the key statutory responsibilities is to advocate for Texas higher education. Key considerations for being a trusted and valued partner include:

- expanding and deepening partnerships with and among institutions to support their efforts to increase student success, remove barriers to innovation, and elevate the profile of Texas higher education;
- working in close consultation with the Governor, legislators, employers, K-12 public school administrators, funders, national organizations, and accreditors;
- working with institutions and state policymakers to inform development of ambitious, innovative Texas higher education policy; and
- improving agency communication and information sharing to stakeholders and the public.

Upon taking office in October 2019, Commissioner Keller overhauled the executive structure of the agency to place a strong focus on collaboration and building new partnerships with institutions and other stakeholders. This included the creation of a Chief of Staff position to oversee and direct agency engagement with external stakeholders; a Deputy Commissioner for Data Analytics and Innovation to make agency data resources relevant and helpful to users; and a Deputy Commissioner for Academic Affairs and Workforce Education to engage 2-year and 4-year institutions on a wide array of academic and career and technical education policies and procedures. The Commissioner also appointed an Associate Commissioner for Development to expand collaboration with external funders and a Senior Director for Strategic Finance Policy to work with legislators and others on higher education funding.

Goal 2: Be an effective steward of administrative and trusted funds.

SPECIFIC ACTION ITEMS TO ACHIEVE THIS GOAL

1. Install agencywide project management to monitor and review progress on initiatives, projects, and activities to ensure strategic policy alignment and implementation.
2. Examine established procedures for agency operations, services, and programs to identify more efficient and innovative ways to execute our mission.
3. Provide quantifiable outcomes for state funding to support agency operations and programs administered by the agency.
4. Integrate stakeholder feedback into policy and procedural decision-making regarding trusted funds.

HOW THIS GOAL OR ACTION ITEMS SUPPORT(S) EACH STATEWIDE OBJECTIVE

1. Accountable to tax and fee payers of Texas.

This goal and its associated action items are designed to ensure strong accountability to taxpayers by formalizing processes to ensure agency operations, services, and programs produce outcomes that support legislative directives and statutory requirements.

2. Efficient by producing maximum results with no waste of taxpayer funds and by identifying any function or provision considered redundant or not cost-effective.

In instituting procedures to monitor and evaluate agency operations and outcomes, the Coordinating Board will make extensive use of data and project management best practices to ensure the efficient use of taxpayer funds.

3. Effective by successfully fulfilling core functions, achieving performance measures, and implementing plans to continuously improve.

Instituting robust agencywide project management and creating a culture that examines preexisting methods of operation is critical to ensuring agency staff has clear goals aligned with the agency's mission and functions, and that the agency effectively executes its work.

4. Attentive to providing excellent customer service.

The agency's customers include institutions, students, educational loan borrowers, and other recipients of the trusted and loan funds administered by the agency. The agency is dedicated to providing excellent customer service by maintaining open channels of communication with customers, rapidly addressing concerns, and creating mechanisms to integrate customer feedback into the refinement of policies and procedures.

5. Transparent such that agency actions can be understood by any Texan.

The Coordinating Board promotes transparency in administration and oversight of funds through regular stakeholder engagement, public meetings, negotiated rulemaking, and advisory committees composed of representatives from institutions and other entities directly impacted by agency programs.

OTHER CONSIDERATIONS RELEVANT TO THIS GOAL OR ACTION ITEM

The Coordinating Board has undertaken several initiatives in recent years that we will refine and recreate to serve as an effective steward of administrative and trusted funding:

- Implemented mandatory, online risk-management training across the agency
- Required training for contract and grant managers in accordance with Texas Government Code, Section 2056.002(b)(9)
- Created an agency-specific Grant Management Handbook as a resource to support grant managers in administering grant programs
- Conducted annual external audits of financial statements, in addition to statutorily mandated auditing requirements
- Completed annual Statewide Single Audit performed by the Texas State Auditor's Office through KPMG
- Implemented and expanded compliance monitoring to ensure funds allocated by the agency are distributed in accordance with applicable laws and rules, and to ensure data is reported accurately
- Conducted consultative review of student loan operations and worked to address findings
- Created key technology initiatives focused on governance, innovation, security, service excellence, effective resource management, and collaboration
- Prioritized the State Strategic Plan for Information Resources Management published by DIR, including increased cloud services and cyber security
- Initiated agencywide 5-year strategic budgeting

Goal 3: Advance and refine the state's strategic plan for higher education, 60x30TX

SPECIFIC ACTION ITEMS TO ACHIEVE THIS GOAL

1. Refine and update the goals and targets of *60x30TX* to ensure they effectively address the needs of students, institutions, and the state's economy.
2. Continuously engage stakeholders to understand differing perspectives about *60x30TX*.
3. Monitor and evaluate progress toward goals and targets.
4. Partner closely with the Texas Education Agency and Texas Workforce Commission in the Governor's Tri-Agency Workforce Initiative to address long-term workforce development needs.
5. Partner with and support institutions of higher education as they adopt policies to achieve *60x30TX* goals by their institutions and regions.

HOW THIS GOAL OR ACTION ITEMS SUPPORT(S) EACH STATEWIDE OBJECTIVE

1. Accountable to tax and fee payers of Texas.

60x30TX was adopted in 2015 to provide a long-range strategic plan for Texas higher education through 2030. The Coordinating Board has published statewide and regional data to promote accountability regarding progress on the plan. Reexamining and refining goals and targets to ensure they are closely aligned with the evolving needs of the state will provide increased accountability to taxpayers.

2. Efficient by producing maximum results with no waste of taxpayer funds and by identifying any function or provision considered redundant or not cost-effective.

The Coordinating Board is focused on partnering with and supporting institutions to promote initiatives tailored to their specific needs and missions. We are also working to provide robust, relevant data to institutions to enable more effective evaluation of initiatives. These efforts allow the state to efficiently and effectively implement *60x30TX*, while taking into account the tremendous diversity among Texas institutions and students.

3. Effective by successfully fulfilling core functions, achieving performance measures, and implementing plans to continuously improve.

Statewide strategic planning is a core function of the Coordinating Board. By understanding stakeholder perspectives around the *60x30TX* plan and refining goals and targets to reflect changing needs, the agency will ensure *60x30TX* remains relevant and effective in helping Texas achieve desired higher education outcomes, which is critical to the future competitiveness of our state.

4. Attentive to providing excellent customer service.

The Coordinating Board places an emphasis on understanding the particular challenges and missions of institutions in contributing to *60x30TX*. The agency is committed to supporting institutions with data, analytics, information on best practices, and other resources as they work to increase educational attainment, implement marketable skills, reduce student debt, and otherwise contribute to the state's higher education needs.

5. Transparent such that agency actions can be understood by any Texan.

The Coordinating Board continues to refine and improve materials to communicate *60x30TX* to a variety of audiences. The Coordinating Board will increase the use of its robust data to illustrate the importance and impact of *60x30TX*, provide information to institutions and stakeholders, and assist in institutions' efforts to achieve the goals.

OTHER CONSIDERATIONS RELEVANT TO THIS GOAL OR ACTION ITEM

Texas institutions of higher education have made important progress toward the *60x30TX* goals. However, additional refinement of these goals to include a focus on student attainment of high-value credentials will be particularly important for the future of the Texas economy.

Additionally, colleges and universities play an essential role in research and development, and the state's long-range strategic plan should include strategies for increasing support for this function, including federal research funding and venture capital.

Progress on *60x30TX* Goals (as of July 2019 Annual Progress Report)

60x30 (Educated Population) Goal:

- An estimated 43.5 percent of the young adult population held a degree or certificate, up from 40.3 percent at the start of the plan and 42.3 percent in the previous year.

Progress on the Completion Goal

- In the 2018 academic year, students completed 341,307 certificates and degrees, an annual improvement rate of 2.2 percent compared with 3.9 percent in the previous year.

Progress on the Marketable Skills Goal

- Forty-one percent of Texas institutions reported in a Spring 2018 survey that they had created and implemented a process of identifying marketable skills for their programs. Another 42 percent either did not respond or indicated that they had

not started the process. The remaining 17 percent have started the process but not yet completed the work.

Progress on the Student Debt Goal

- Graduates in 2016 had a median student debt-to-first-year-wage percentage of 59 percent. There has been little change in this percentage since the goal was established. In 2018, less than half of students, 45.8 percent, had debt at the time of graduation, down from 47.2 percent in 2017.



This document is available on the Texas Higher Education Coordinating Board website:
<http://www.highered.texas.gov>

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<u>THECB AGENCY STRATEGIC PLAN FOR FYS 2021-2025: REDUNDANCIES AND IMPEDIMENTS</u>			
Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC Section 51.4031 (Affordability and Access Report)	Texas Education Code Section 51.406 directs the THECB to consult with institutions to identify any unnecessary data requests that are appropriate for removal. In 2017, a negotiated rulemaking committee identified this report as unnecessary or duplicative of existing reporting. Specifically, the data required by this report are already available on the Comptroller's website.	Eliminate TEC 51.4031	Institutions of higher education will realize a cost savings due to labor hours required to compile and complete the report.
GAA, Article III, Section 22 (Reporting Ethics Policies to the THECB)	Texas Education Code Section 51.406 directs the THECB to consult with institutions to identify any unnecessary data requests that are appropriate for removal. In 2017, a negotiated rulemaking committee identified this requirement as unnecessary. Institutions already post their ethics policies on their websites.	Eliminate GAA Article III, Section 22.	Institutions of higher education will realize a cost savings due to labor hours required to compile and complete the report.
TEC Section 51.9112 (ROTC Rate)	Texas Education Code Section 51.406 directs the THECB to consult with institutions to identify any unnecessary data requests that are appropriate for removal. In 2017, a negotiated rulemaking committee identified this requirement as unnecessary. Specifically, the rate calculation is not necessary as military science courses are elective credit.	Eliminate TEC Section 51.9112	The THECB and institutions of higher education will realize a cost savings due to labor hours required to complete the rate calculation.
GAA Article III, Section 49 (Community College Transfer Student Reporting Requirement)	Texas Education Code Section 51.406 directs the THECB to consult with institutions to identify any unnecessary data requests that are appropriate for removal. In 2017, a negotiated rulemaking committee identified this requirement for modification to reduce the reporting burden on institutions.	Modify existing rider to require the report to be submitted biennially rather than annually and to be less prescriptive regarding data elements to be included.	The THECB and institutions of higher education will realize a cost savings due to labor hours required to compile and complete the report.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 51.762 (a)	Provisions in statute define ApplyTX as relating to freshman admissions, creating unnecessary impediments for transfer students.	(1) shall adopt by rule: (A) a common admission application form for use by a person seeking admission [as a freshman student] to a general academic teaching institution; (B) an electronic common admission application form for use by a person seeking admission [as a freshman student] to an institution of higher education [that admits freshman-level students,] other than a general academic teaching institution; and (C) if the board determines that adoption of the form would be cost-effective for nursing schools, an electronic common admission application form for use by a person seeking admission as a <u>freshman or transfer</u> student to an undergraduate nursing education program at an institution of higher education; and (2) no changes.	The proposed changes to TEC subsection 51.762 (a)(1) will integrate the current provisions of subsections (a)(1) and (a)(2) regarding freshman, transfer, and nursing applications and will encompass additional Common Admission Application forms developed under the guidance of the THECB and its Advisory Committee, to meet the needs of the state's undergraduate and graduate students.
TEC, Section 51.762 (b), Renumbering of Subsections 51.762 (c) through (i)	Provisions of Section 51.762 (b) are now covered in Section 51.762 (a)	Delete Section 51.762(b)	The changes proposed will eliminate the need for subsection 51.762 (b). Following subsections will be renumbered accordingly.
TEC, Section 51.805 (2)	The statute references SAT scores that are based on the discontinued SAT score structure. The highest possible total with the new score structure is 1600.	Section 51.805. OTHER ADMISSIONS. (a) A graduating student who does not qualify for admission under Section 51.803 or 51.804 may apply to any general academic teaching institution if the student: (1) [no changes]; or (2) satisfied ACT's College Readiness Benchmarks on the ACT assessment applicable to the applicant or <u>satisfied the College Board's College Readiness Benchmarks on [earned on] the SAT assessment applicable to the applicant</u> [a score of at least 1,500 out of 2,400 or the equivalent] .	The College Board College Readiness Benchmarks vary over time, as do those for the ACT. The proposed new language will preclude the need to update the statutory language each time the College Board adjusts its standards.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
Rider 7, Article III, GAA: Texas Success Initiative	Redundant language makes program expectations and implementation confusing, and references to training instead of professional development do not align with current practice.	Modification: Texas Success Initiative. a. Developmental and Basic Academic Skills -Education Coursework. Funds appropriated for developmental and basic academic skills courses and interventions under Texas Education Code, <u>Section 51.3062</u> Chapter 51, Subchapter F-1 , shall be expended only for those costs associated with providing developmental and basic academic skills -education courses /and interventions , including through corequisite instruction, tutoring, program evaluation, <u>professional development for retraining of</u> faculty and support staff, and other related costs. The funds shall not be used for the recruitment of students. b. Intent Concerning Developmental Needs. It is the intent of the Legislature that all affected institutions of public higher education fully address developmental needs identified by the institutions through the Texas Success Initiative with appropriations made in this Act for the developmental and basic academic skills -education and interventions coursework and other available institutional funds.	The benefit associated with this proposed change is that institutions of higher education will have better clarity on TSI program and funding expectations.
Under TEC, Section 51.810, the THECB is responsible for providing a list of high schools with low college-going rates for higher education institutions to target for assistance. However, an existing section of code (TEC, Section 29.904) prescribes another outdated and conflicting methodology for determining high schools with low-college going rates, necessitating the production of two lists.	Having two separate methodologies for determining which high schools to target is not efficient and also is confusing to stakeholders in both the K-12 and higher education sectors.	Remove TEC, Section 29.904 to ensure consistency related to assistance activities for high schools with low college-going rates.	TEC, Section 29.904 includes a methodology for determining schools with low college-going rates that creates a list of targeted schools that are primarily low-enrollment charter or alternative schools. Repealing that portion of the statute and relying on TEC, Section 51.810 language will ensure more students are reached and that a representative diversity of schools are included.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
<p>Top 10 Percent Report: This report is required by TEC, Section 51.803 (I), which states: "The Texas Higher Education Coordinating Board shall publish an annual report on the impact of Subsection (a-1) on the state's goal of closing college access and achievement gaps under "Closing the Gaps," the state's master plan for higher education, with respect to students of an institution that offers admission under that subsection, disaggregated by race, ethnicity, socioeconomic status, and geographic region and by whether the high school from which the student graduated was a small school, as defined by the commissioner of education, or a public high school that is ranked among the lowest 20 percent of public high schools according to the percentage of each high school's graduates who enroll in a four-year institution, including a general academic teaching institution, in one of the two academic years following the year of the applicant's high school graduation..."</p>	<p>This report has been required since 2009. In 2015, the 84th Legislature removed the phase- in language under TEC 51.803 (a-3). Institutions may now, on a permanent basis, admit applicants who qualify for automatic admission in excess of the number required to fill 75 percent of enrollment capacity. Currently, UT-Austin is the only institution to which this applies. As a result of this 2015 change, there is less need for a report to analyze the effects of the policy, which has now been in place for several years and which the legislature has determined may continue indefinitely. Also, the statute cites a relationship between the policy and the <i>Closing the Gaps</i> plan, which emphasizes access and participation, areas of focus that are no longer a top priority in the statewide higher education strategic plan.</p>	<p>Consider either eliminating the requirement in the law and/or providing the breakout data required for the report in the new interactive portal being developed as part of the PREP/Accountability System application redesign so it can be accessed by those interested. The division plans to include data from the Applicants/Acceptance/Enrollment report in the interactive access, so including the categories of breakouts in the required report would be logical and reduce duplication. These categories are: Race/Ethnicity/SES/Region/Small high schools/high schools in the bottom 20 percent of sending students to college.</p>	<p>The cost in time will be approximately 120 hours of experienced staff time to run the data in the format needed and to write the report. Having the data available through the interactive portal and combined with other information published about applicants and admissions is more likely to lead to more use by stakeholders. Narrative about the data could be included in the additional report section of the new system to meet the legislative requirement, if the requirement is continued.</p>

**REQUESTED CHANGES TO AGENCY BUDGET STRUCTURE ELEMENTS
(GOALS, STRATEGIES, MEASURES AND MEASURE DEFINITIONS)
FOR THE 2022-23 BIENNIUM**

AGENCY NAME: Texas Higher Education Coordinating Board

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
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Note: The most recent goal, strategy and measure definition descriptions are located on Web ABEST. After logging on, select *Performance* then *Reports* to obtain the appropriate text. Measure definition must include all eight prescribed categories of information (i.e., short definition, purpose/importance, source/collection of data, method of calculation, data limitations, calculation type, new or existing measure, and desired performance).

Goal A No. 1 Coordination/Planning for Higher Education Object No. 1 College Readiness and Success Outcome No. 18 Number of Commercialization Efforts Resulting from NHARP	Definition: Purpose: Data Source: Method of Calculation: Data Limitations: Calculation Type: New Measure: Desired Performance:	INACTIVE - Performance measure was deleted in FY18. Please remove from ABEST.			NA
Goal No. 4 College Readiness and Success Objective No. 1 College Readiness and Success Outcome No. 1 Pass Rate on State Cert Exams at Centers for Teacher Educ at TADC Inst.	Definition: Purpose: Data Source: Method of Calculation: Data Limitations: Calculation Type: New Measure: Desired Performance:	INACTIVE - Performance measure was deleted in FY18. Please remove from ABEST.			NA
Goal No. 5 Industry Workforce Objective No. 1 Industry Workforce Outcome No.1 Pass Rate Stat Cert Exam Comp to Stds. Enrolled Pub Inst Higher Ed	Definition: Purpose: Data Source: Method of Calculation: Data Limitations: Calculation Type: New Measure: Desired Performance:	INACTIVE - Performance measure was deleted in FY18. Please remove from ABEST.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal No. 1 Coordination/Planning for Higher Education Objective No. 1 College Readiness and Success Strategy No. 4 Academic Quality and Workforce Measure No. 7 Additional Dollars Resulting from NHAPR Funding (in Millions)	Definition: Purpose: Data Source: Method of Calculation: Data Limitations: Calculation Type: New Measure: Desired Performance:	INACTIVE - Performance measure was deleted in FY18. Please remove from ABEST.			NA
Goal No. 5 Industry Workforce Objective No. 1 Industry Workforce Strategy No. 5 Centers for Teacher Education Measure No. 1 #Candidates Admitted to Educator Prep Programs at TADC Institutions	Definition: Purpose: Data Source: Method of Calculation: Data Limitations: Calculation Type: New Measure: Desired Performance:	INACTIVE - Performance measure was deleted in FY18. Please remove from ABEST.			NA
Goal No. 5 Industry Workforce Objective No. 1 Industry Workforce Strategy No. 5 Centers for Teacher Education Measure No. 2 #Candidates Recommended for Certification by TADC Educator Prep Pgms.	Definition: Purpose: Data Source: Method of Calculation: Data Limitations: Calculation Type: New Measure: Desired Performance:	INACTIVE - Performance measure was deleted in FY18. Please remove from ABEST.			NA
Goal No. 9 Trusted Funds for Research Objective No. 1 Provide Programs to Promote Research at Texas Institutions Strategy No. 1 Norman Hackerman Advanced Research Program Measure No. 1 # Students Receiving Ed and Exp through NHARP Projects	Definition: Purpose: Data Source: Method of Calculation: Data Limitations: Calculation Type: New Measure: Desired Performance:	INACTIVE - Performance measure was deleted in FY18. Please remove from ABEST.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal No. 9 Trusteed Funds for Research Objective No. 1 Provide Programs to Promote Research at Texas Institutions Strategy No. 1 Norman Hackerman Advanced Research Program Measure No. 2 Number of NHARP Research Projects Funded	Definition: Purpose: Data Source: Method of Calculation: Data Limitations: Calculation Type: New Measure: Desired Performance:	INACTIVE - Performance measure was deleted in FY18. Please remove from ABEST.			NA
Goal A No. 1 Higher Education Support Object No. 1 Higher Education Support Strategy No. 5 College Readiness and Success Measure No. 1 Non- Key Output Number of Student Complaints Processed	Definition: Total number of student complaints resolved by the College Readiness and Success Division General Counsel's Office. Purpose: Data Source: Method of Calculation: Data Limitations: Calculation Type: New Measure: No Desired Performance:	This performance measure is managed by the General Counsel's Office.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal No. 1 Agency Operations Objective No. 1 Agency Operations Strategy No. 2 Student Loan Programs Measure No. 1 Non-Key Output Number of Students Receiving Loans <u>Number of Student Loans Originated</u>	Definition: Purpose: Data Source: Method of Calculation: Data Limitations: Calculation Type: New Measure: Desired Performance:	Title change to measure only. Students might receive multiple loans.			
					NA
Goal No. 2 Industry and Workforce Support Objective No. 1 Industry and Workforce Support Strategy No. 2 Educational Loan Repayment Measure No. 1 Non-Key Output Number of Physicians Receiving PELRP Payment (Including Federal Match)	Definition: Number of physicians currently receiving loan repayment assistance for working for the Texas Department of State Health Services, the Texas Department of Aging and Disability Services, the Texas Department of Criminal Justice, the Texas Youth Commission, or in a health professional shortage area (HPSA). <u>Number of physicians currently receiving loan repayment assistance through the Physician Education Loan Repayment Program.</u>	The methodology has been done accurately, but the definition had never been updated for changes that have occurred in program eligibility over the years. Only the definition needs to be corrected.			NA
					NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal No. 2 Industry and Workforce Support Objective No. 2 Industry and Workforce Support Strategy No. 2 Educational Loan Repayment Measure No. 2 % Non-Key Output PELRP Recipient Who Continue Practice in Area Where PELRP Received <u>% PELRP Recipient Who Continue to Practice in an HPSA</u>	Method of Calculation: Track Physician Education Loan Repayment Program recipients whose fourth year of receiving PELRP funding was within the past three years. Take the number of them that are still employed in the county in which they were employed while receiving PELRP funding and divide by the total number of PELRP recipients whose fourth year of receiving PELRP funding was within the past three years. <u>Track PELRP recipients whose fourth year of receiving PELRP funding was within the past three years. Take the number of them that are still employed in an HPSA and divide by the total number of PELRP recipients whose fourth year of receiving PELRP funding was within the past three years.</u>	The title, the definition, and the methodology did not align. The definition conveys the correct concept. Included is a corrected title and methodology.			NA
					NA
					NA
					NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal No. 1 Higher Education Support Objective No. 1 Higher Education Support Outcome No. 5 Key Outcome # Master, Bachelors, Assoc. Degrees and Certificates Awarded	Data Limitations: Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.	Per SAO Audit request.			NA
Goal No. 1 Higher Education Support Objective No. 1 Higher Education Support Outcome No. 1 Key Outcome % University Students Graduating in 4 Years	Data Source: Information provided by the Graduation Rates Report prepared by the Educational Data Center using data reported by the institutions. Data sources used for the Graduation Rates Report are CBM 001 for public universities, CBM 009 for public institutions and independent colleges and universities, and CBM00N to track SSN changes. Data Limitations: Data are reported to the Coordinating Board by the institutions. The State Auditor's Office performs enrollment audits on a sample of that data. The THECB Compliance Monitoring staff performs audits of samples of Institutions' data submissions including enrollment data. We do not have data on students who go on to attend and graduate from an out-of-state institution. Prior year data is used because the Performance Measures submission deadlines do not allow for full certification of current year data.	Per SAO Audit request.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal No. 1 Higher Education Support Objective No. 1 Higher Education Support Outcome No. 3 Key Outcome % University Students Graduating in 6 Years	Data Source: Information provided by the Graduation Rates Report prepared by the Educational Data Center using data reported by the institutions. <u>Data sources used for the Graduation Rates Report are CBM 001 for public universities, CBM 009 for public institutions and independent colleges and universities, and CBM00N to track SSN Changes.</u> Data Limitations: Data are reported to the Coordinating Board by the institutions. The State Auditor's Office performs enrollment audits on a sample of that data. The THECB Compliance Monitoring <u>staff performs audits of samples of Institutions' data submissions including enrollment data.</u> We do not have data on students who go on to attend and graduate from an out-of-state institution. <u>Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</u>	Per SAO Audit request.			NA
					NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal No. 1 Higher Education Support Objective No. 1 Higher Education Support Outcome No. 4 Key Outcome Number Economic Disadv. Undergrad Stud Completing Cert or Degree	Data Source: Support statewide higher education plan student completion goal for critical populations targeted. Information provided in the Texas Higher Education Accountability System Report for the "Degrees and Certificates Awarded (Economically Disadvantaged)" measure. Data comes from the CBM 009 Graduation Report for Independent Institutions and from the Financial Aid Database (FAD) report to determine economically disadvantaged status. Data Limitations: Financial aid data on Career school students is not included (not available). Includes publics and Independents (ICUTs) only. Data on Pell is only available back to 1997. <u>Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</u>	Per SAO Audit request.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal No. 1 Higher Education Support Objective No. 1 Higher Education Support Outcome No. 2 Key Outcome % Public 2-Year Institution Students Graduating in 3 Years	Data Source: Information provided by the Graduation Rates Report prepared by the Educational Data Center using data reported by the institutions. <u>Data sources used for the Graduation Rates Report are CBM 001 for community and technical colleges CBM, 009 for public institutions and independent colleges and universities, and the CBM00N to track SSN changes.</u> Data Limitations: Data are reported to the Coordinating Board by the institutions. The State Auditor's Office performs enrollment audits on a sample of that data. The THECB Compliance Monitoring staff performs audits of Institutions' data submissions including enrollment data. We do not have data on students who go on to attend and graduate from an out-of-state institution. <u>Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</u>	Per SAO Audit request.			NA
					NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal No. 1 Higher Education Support Objective No. 1 Higher Education Support Outcome No. 3 Non-Key Outcome % Underprepared University Students Graduating in 6 Years	Data Limitations: Data are reported to the Coordinating Board by the institutions and do not include students who go on to attend and graduate from an out-of-state institution. The State Auditor's Office performs enrollment audits on a sample of that data. The <u>THECB Compliance Monitoring staff performs audits of samples of Institutions' data submissions including enrollment data.</u> Some students defer testing for documented reasons. The success of underprepared students who graduate in more than six years is not reflected with this methodology. Students persisting in higher education but who have not been awarded a degree are excluded.				

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal No. 1 Higher Education Support Objective No. 1 College Readiness and Success Strategy No. 5 College Readiness and Success Measure No. 1 Key Output Increase in Fall Student Headcount Enrollment	Data Source: Data on public institutions will come from the Coordinating Board CBM001 student reports and data on independent institutions will come from the Independent Colleges and Universities of Texas (ICUT) CBM001 report. <u>Data on career schools will come from the CBM00a career school student report for the preceding academic fall.</u> Data Limitations: Data for some sectors and for Flex Enrollments are not available until April of the following year. <u>Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</u>	Per SAO Audit request.			NA
Goal No. 1 Higher Education Support Objective No. 1 Higher Education Support Outcome No. 11 Key Outcome % Pub 2-Yr Institute Students Grad with No More Than 3 Hrs Award Plan	Data Source: Coordinating Board CBM001 (Student Report), CBM009 (Graduation Report), <u>and CBM00N (SSN Change Report).</u> Data Limitations: SCH for students who transfer into a public from out-of-state or a private institution are not included. <u>Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</u>	Per SAO Audit request.			

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal No. 1 Higher Education Support Objective No. 1 Higher Education Support Outcome No. 10 Key Outcome % Pub Bachelor's Degree Grads Comp with No More Than 3 Hrs Degree Plan	Data Source: Coordinating Board CBM001 (Student Report), CBM009 (Graduation Report), and CBM00N (SSN Change Report). Data Limitations: SCH earned by students prior to transfer into a Texas public institution from an out-of-state or a private institution are not included. <u>Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</u>	Per SAO Audit request.			NA
					NA
Goal No. 1 Higher Education Support Objective No. 1 Higher Education Support Strategy No. 5 College Readiness and Success Measure No. 1 Key EX Dollars Appropriated for Developmental Education	Data Limitations: Contact hours are reported to the Coordinating Board by the institutions, and the State Auditor's Office performs enrollment audits on a sample of that data. The THECB Compliance Monitoring staff performs audits of samples of Institutions' data submissions including enrollment data.	Per SAO Audit request.			

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<p>Goal No. 1 Higher Education Support</p> <p>Objective No. 1 Higher Education Support</p> <p>Strategy No. 2 Student Loan Program</p> <p>Measure No. 1 Key Output</p> <p>Undergrad Std Loan Debt at 60% 1st Year Wages Grads Tx Pub Inst</p>	<p>Methodology:</p> <p>Individual student debt to first year wage % is calculated by dividing student loan debt by the amt of that student's 1st yr wages <u>received</u> for the yr following grad. Individual % is based on the highest degree earned by that student. Statewide undergrad student debt to first-yr wages % is calc by taking the median of all individual student %s across all TX public institutions of higher ed. Only grads with available UI wage data are included.</p> <p>Data Source:</p> <p>Information provided by institutions on the CBM009 <u>and Financial Aid Database (FAD)</u>, and UI Wage records provided by the Texas Workforce Commission. <u>Parent loan debt is not included beginning in FY 2019; otherwise, only loans reported on the FAD report are included in student loan debt.</u></p> <p>Data Limitations: Wage records are for Texas only and do not include out-of-state. <u>Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</u></p>	<p>Per SAO Audit request.</p>			NA
					NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<p>Goal No. 1 Higher Education Support</p> <p>Objective No. 1 Higher Education Support</p> <p>Outcome No. 9 Key Outcome</p> <p>% Students Enter College Ready at Pub 2 Yr College Complete Credential</p>	<p>Methodology: a) Take the number of first-time summer/fall entering undergraduates at public four-year colleges (from CBM001). (b) Determine the number who took the initial TSI test and passed it were academically exempted (from CBM002). (c) Of those students, determine the number who were awarded a baccalaureate or above within six years. (d) Divide the number of students in (c) by the number of students in (b) and express it as a percentage.</p> <p><u>(a) Take the number of first-time summer/fall entering undergraduates at public two-year colleges (from CBM001).</u> (b) <u>Determine the number who took the initial TSI test and did pass it or were exempted (from CBM002).</u> (c) <u>Of those students, determine the number who were awarded a baccalaureate, associate degree, or certificate within three years.</u> (d) <u>Divide the number of students in (c) by the number of students in (b) and express it as a percentage.</u></p> <p>Data Source: Data are from the cohort (summer/fall entering undergraduates) that entered six years prior as certified by the institutions and compiled by the Educational Data Center (CBM001 and CBM002). <u>Data are from the cohort (summer/fall entering undergraduates) that entered three years prior as certified by the institutions and compiled by the Educational Data Center in the</u></p>	<p>Per SAO Audit request.</p>			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	<u>CBM001 (Student Report) and CBM002 (TSI Report).</u> Data Limitations: Academic data (test or prep course results) is not available on TSI for every student as TSI does not apply to some categories of students such as students seeking Level 1 certificates. Non-academic TSI exemptions would not be considered TSI satisfied.				
					NA
Goal No. 1 Higher Education Support Objective No. 1 Higher Education Support Outcome No. 8 Key Outcome % Students Enter College Ready at Pub 4 Yr College Complete Credential	Methodology: (a) Take the number of first-time summer/fall entering undergraduates at public two-year colleges (from CBM001). (b) Determine the number who took the initial TSI test and did pass it or were exempted (from CBM002). (c) Of those students, determine the number who were awarded a baccalaureate, associate degree, or certificate within three years. (d) Divide the number of students in (c) by the number of students in (b) and express it as a percentage. <u>(a) Take the number of first-time summer/fall entering undergraduates at public four-year colleges (from CBM001). (b) Determine the number who took the initial TSI test and did not pass it</u>	Per SAO Audit request.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	<p><u>(from CBM002). (c) Of those students, determine the number who were awarded a baccalaureate or above within six years. (d) Divide the number of students in (c) by the number of students in (b) and express it as a percentage.</u></p> <p>Data Source: Data are from the cohort (summer/fall entering undergraduates) that entered three years prior as certified by the institutions and compiled by the Educational Data Center in the CBM001 (Student Report) and CBM002 (TSI Report). <u>Data are from the cohort (summer/fall entering undergraduates) that entered six years prior as certified by the institutions and compiled by the Educational Data Center (CBM001 and CBM002).</u></p>				
	<p>Data Limitations: Academic data (test or prep course results) is not available on TSI for every student as TSI does not apply to some categories of students such as students seeking Level 1 certificates. Non-academic TSI exemptions would not be considered TSI satisfied. Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</p>				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
					NA
Goal No. 1 Higher Education Support Objective No. 1 Higher Education Support Outcome No. 8 Key Outcome % Students Enter Develop. Ed at 4 Yr. Pub College Complete Credential	Data Limitations: Academic data (test or prep course results) is not available on TSI for every student as TSI does not apply to some categories of students such as students seeking Level 1 Certificates. <u>Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</u>	Per SAO Audit request.			NA
					NA
Goal No. 1 Higher Education Support Objective No. 1 Higher Education Support Outcome No. 7 Key Outcome % Students Enter Develop. Ed at 2 Yr. Pub College Complete Credential	Methodology: (a) Take the number of first-time summer/fall entering undergraduates at public four-year colleges (from CBM001); (b) Determine the number who took the initial TSI test and did not pass it (from CBM002); (c) Of those students, determine the number who were awarded a baccalaureate or above within six years; (d) Divide the number of students in (c) by the number of students in (b) and express it as a percentage. <u>Data Limitations:</u> Academic data (test or prep course results) is not available on TSI for every student as TSI does not apply to some categories of students such as students seeking Level 1 Certificates.	Per SAO Audit request.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	<p><u>(a)Take the number of first-time summer/fall entering undergraduates at public two-year colleges (from CBM001).</u> (b) <u>Determine the number who took the initial TSI test and did pass it or were exempted (from CBM002).</u> (c) <u>Of those students, determine the number who were awarded a baccalaureate, associate degree, or certificate within three years.</u> (d) <u>Divide the number of students in (c) by the number of students in (b) and express it as a percentage.</u></p> <p>Data Source: Data are from the cohort (summer/fall entering undergraduates) that entered six <u>three</u> years prior as certified by the institutions and compiled by the Educational Data Center (CBM001 and CBM002).</p> <p>Data Limitations: Academic data (test or prep course results) is not available on TSI for every student as TSI does not apply to some categories of students such as students seeking Level 1 Certificates. <u>Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</u></p>				

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal No. 1 Higher Education Support Objective No. 1 Higher Education Support Strategy No. 3 Affordability and Access Measure No. 1 Key Output % TEOG Recip TX Pub CC Fall with Assoc. Transferred to 4 Yr Coll.	Data Limitations: Enrollment data are reported to the Coordinating Board by the institutions and do not include students who transfer to an out-of-state institution or who were enrolled less than full-time when they first entered college. Reports on Texas Educational Opportunity Grant recipients are certified by the Directors of Student Financial Aid. Enrollment data are captured in the fall semester, so recipients who enroll for the first time in the spring semester will not be included in this measure. <u>Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</u>	Per SAO Audit request.			NA
					NA
Goal No. 1 Higher Education Support Objective No. 1 Higher Education Support Strategy No. 3 Affordability and Access Measure No. 1 Key Output Number of Students Receiving Texas Grants	Methodology: Sum the data from periodic reports prepared by institutions. Sum the total number of students receiving Texas Grants from the FAD reports submitted by public institutions of higher education for the most recent available fiscal year. Data Source: Information is obtained from periodic reports prepared by institutions. Reports on TEXAS Grant recipients are submitted by institutional Offices of Student Financial Aid on the FAD report.	Per SAO Audit request.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	<p>Data Limitations: All reports are prepared by the institutions and certified by the Directors of Student Financial Aid.</p> <p>(Note on Desired Performance: The target is an estimate based on historic funding and award patterns. Annual fluctuations can be caused by changes in funding from the state and changes in the enrollment patterns of students who receive awards. Larger awards will go to fewer students if they enroll on a full-time basis. Smaller awards will go to more students if they enroll only on a 3/4 basis. Under the first scenario, performance will be below target; under the second scenario, performance will be above target.)</p> <p>Prior year data is used because <u>performance measure submission deadlines do not allow for full certification and use of current year data.</u></p>				
					NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<p>Goal No. 1 Higher Education Support</p> <p>Objective No. 1 Higher Education Support</p> <p>Strategy No. 3 Affordability and Access</p> <p>Measure No. 2 Key Output</p> <p>% Texas Grant Recipients with BA within Four Academic Years</p>	<p>Data Source:</p> <p>Enrollment and <u>Graduation</u> data are reported by the public and independent institutions <u>on the CBM001 and CBM009 reports</u> and compiled by the Educational Data Center (Graduation Rates Report). Reports on TEXAS Grant recipients are submitted by institutional Offices of Student Financial Aid <u>on the FAD report.</u></p> <p>Data Limitations: Enrollment data are reported to the Coordinating Board by the institutions and do not include students who transfer to an out-of-state institution or who were enrolled less than full-time when they first entered college. Reports on TEXAS Grant recipients are certified by the Directors of Student Financial Aid. Enrollment data are captured in the fall semester, so TEXAS Grant recipients who enroll for the first time in the spring semester will not be included in this measure. <u>Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</u></p>	<p>Per SAO Audit request.</p>			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<p>Goal No. 1 Higher Education Support</p> <p>Objective No. 1 Higher Education Support</p> <p>Strategy No. 3 Affordability and Access</p> <p>Measure No. 3 Key Output</p> <p>% Texas Grant Recipients with BA within Six Academic Years</p>	<p>Data Source:</p> <p>Enrollment and <u>Graduation</u> data are reported by the public and independent institutions <u>on the CBM001 and CBM009 reports</u> and compiled by the Educational Data Center (Graduation Rates Report). Reports on TEXAS Grant recipients are submitted by institutional Offices of Student Financial Aid <u>on the FAD report.</u></p> <p>Data Limitations: Enrollment data are reported to the Coordinating Board by the institutions and do not include students who transfer to an out-of-state institution or who were enrolled less than full-time when they first entered college. Reports on TEXAS Grant recipients are certified by the Directors of Student Financial Aid. Enrollment data are captured in the fall semester, so TEXAS Grant recipients who enroll for the first time in the spring semester will not be included in this measure. <u>Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</u></p>	<p>Per SAO Audit request.</p>			NA
					NA
					NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal No. 1 Higher Education Support Objective No. 1 Higher Education Support Strategy No. 3 Affordability and Access Measure No. 1 Key Output % TEG Recipients Who are Minority Students	Data Source: Enrollment data are provided through the CBM enrollment reports submitted to the Coordinating Board by the institutions. TEG recipients are identified from year-end reports submitted to the Coordinating Board <u>by institutional Offices of Student Financial Aid on the FAD Report.</u> institutions. Data Limitations: <u>Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</u>	Per SAO Audit request.			NA
Goal No. 1 Higher Education Support Objective No. 1 Higher Education Support Strategy No. 3 Affordability and Access Measure No. 1 Key Output % TEG Recipients who Earn BA within Four Academic Years	Data Source: <u>Enrollment and Graduation data are reported by the public and independent institutions on the CBM001 and CBM009 reports</u> submitted to the Coordinating Board by public and independent institutions. TEG recipients are identified from year-end reports submitted to the Coordinating Board by <u>institutional Offices of Student Financial Aid.</u> institutions. Data Limitations: Enrollment data are from CBM enrollment reports submitted to the Coordinating Board by public and independent institutions. TEG recipients are identified from year-end reports	Per SAO Audit request.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	submitted to the Coordinating Board by institutions. Prior year data is used because <u>performance measure submission deadlines do not allow for full certification and use of current year data.</u>				
					NA
Goal No. 1 Higher Education Support Objective No. 1 Higher Education Support Outcome No. 7 Non-Key Outcome Texas' Share of Total Fed Funding to High Ed Inst. for R&D in Sci/Eng	Data Source: Federal agencies report their obligations for science and engineering support at higher education institutions to the National Science Foundation. The data are available from the National Science Foundation's web site (WebCASPAR) <u>National Center for Science and Engineering Statistics (NCSES).</u> Purpose: This measure provides an indication of the institutions' progress towards the fourth goal, Closing the Gaps in Research: By 2015, increase the level of federal science and engineering research and development obligations to Texas institutions to 6.5 percent of obligations to higher education institutions across the nation, from 5.5 percent in FY2000. The purpose of measuring research obligations is to collect a trend of how much money is obligated for research each fiscal year. In contrast, research expenditures	Per SAO Audit request.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	<u>occur over one or more years after funds are obligated. The share of Texas obligations of the total federal obligations provides a measure of the state's competitiveness in science and engineering compared with the nation.</u>				
Goal No. 1 Higher Education Support Objective No. 1 Higher Education Support Strategy No. 1 Agency Operations Measure No. 4 Non-Key Output # of Public Univ. Prgms. Health-Related Pgms. And Admin Changes Reviewed	Data Limitations: Although the Coordinating Board reviews all programs at least once every ten years, as required by statute within a four-year cycle (review of mission statements and Table of Programs) , the number reviewed per year will fluctuate based on the number of requests from institutions for administrative changes and new programs during the fiscal year, yearly review of low-producing programs that do not meet minimum graduate requirements, and review of all new doctoral programs for the first five years following the implementation of the new degree program. The Coordinating Board also periodically conducts large-scale reviews of certain categories of degree programs (e.g., doctoral programs), which may will abnormally raise the reported figure for the reporting period in which the large-scale review is completed.	Per SAO Audit request.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<p>Goal No. 1 Higher Education Support</p> <p>Objective No. 1 Higher Education Support</p> <p>Strategy No. 1 Agency Operations</p> <p>Measure No. 6 Non-Key Output Dollars of Fed Obligations - R&D in Sci and Engineering (in Millions)</p>	<p>Data Source: Federal agencies report their obligations for science and engineering support at higher education institutions to the National Science Foundation. The data are available from the National Science Foundation's web site (WebCASPAR) National Center for Science and Engineering Statistics (NCSES).</p> <p>Purpose: This measure provides an indication of the institutions' progress towards the fourth goal, Closing the Gaps in Research: By 2015, increase the level of federal science and engineering research and development obligations to Texas institutions to 6.5 percent of obligations to higher education institutions across the nation, from 5.5 percent in FY2000. The purpose of measuring research obligations is to collect a trend of how much money is obligated for research each fiscal year. In contrast, research expenditures occur over one or more years after funds are obligated."</p>	<p>Per SAO Audit request.</p>			
					NA

**Texas Higher Education Coordinating Board
Quick Glance at Proposed Budget Goals, Strategies, and Key/Non-Key
Performance Measures for 2022-2023**

Summary:

GOAL A. Coordination/Planning for Higher Ed

Outcome Measures: (Key)

- 1. Percentage of University Students Graduating in Four Years**
% UNIVERSITY STDS GRAD IN 4 YRS
% University Students Graduating in 4 Years
- 2. Percentage of Public Two-year Institution Students Graduating in Three Years**
% PUB 2-YEAR INST STDS GRAD 3 YEARS
% Public 2-Year Institution Students Graduating in 3 Years
- 3. Percentage of University Students graduating within Six Years**
% UNIV STDS GRADUATING IN 6 YEARS
Percentage of University Students Graduating within Six Years
- 4. Number of Economically Disadvantaged Undergraduate Students Completing a Certificate or Degree**
ECON DSDV UNDGRD CERT/DEGREE
Economic Disadv Undergrad Stud Completing Cert or Degree
- 5. Number of Master's Degrees, Bachelor's Degrees, Associate Degrees and Certificates Awarded**
MS., BACH., ASSOC. DEGREES
Masters, Bachelors, Assoc. Degrees and Certificates Awarded
- 6. Percent of Students Who Enter Developmental Education at a Pub Four Year College and Complete a Credential**
% STDS DEVELP ED 4 YR COMPLETE CRED
% Students Enter Develp. Ed at 4 YR. Pub College Complete Credential
- 7. Percent of Students Who Enter Developmental Education at a Public Two-Year College and Complete a Credential**
%STDS DEVELP ED 2YR COMPLETE CRED.
% Students Enter Develp. Ed at 2 Yr. Pub College Complete Credential
- 8. Percent of Students Who Enter College Ready at a Four-Year College and Complete a Credential**
% STDS ENTER COLL READY 4 YR COMPL
% Students Enter College Ready at Pub 4 Yr College Complete Credential

9. Percent of Students Who Enter College Ready at a Two-Year College and Complete a Credential

% STDS ENTER COLL READY 2YR COMPL

% Students Enter College Ready at Pub 2 Yr College Complete Credential

10. Percent of Public Bachelor's Degree Graduates Completing with No More than 3 Hours of Their Degree Plan

% PUB BACH DEGREE GRAD @ 3 HRS

% Pub Bachelor's Degree Grads Comp with No More Than 3 Hrs Degree Plan

11. Percent of Public Two-year Institution Students Graduating with No More than 3 Hours of Their Award Plan

% PUB 2YR INSTIT. STD GRD @ 3 HRS

% Pub 2-Yr Institute Students Grad with No More than 3 Hrs Award Plan

Outcome Measures: (Non-Key)

1. Percent Increase in Fall Student Headcount Enrollment

% HEADCOUNT INCREASE

Percent Increase in Fall Student Headcount Enrollment.

2. Percent increase in the completion of undergraduate certificates, associate degrees, bachelor's degrees and master's degrees

% INCR COMP CERT, ASSOC, BACH, MS

% Increase Completion of Cert., Assoc., Bach., & Master's Degree

3. % Underprepared University Students Graduating in 6 Years

% UNDERPREPARED UNIV STDS GRAD 6 YR

% Underprepared University Students Graduating in 6 Years

4. College-level Course Success Rate of Underprepared University Students

SUCCESS RATE OF UNDERPREP UNIV STDS

College-level Course Success Rate of Underprepared University Students

5. Percentage of students who are found working or enrolled in higher education within one year after earning a degree or certificate

% Stud Work Enroll Higher Ed 1 yr.

% Students Working or Enrolled in Higher Ed 1 yr. after Degree or Cert

6. Number of information requests acted upon within 10 workdays

REQUESTS ACTED UPON WITHIN 10 DAYS

Requests Acted Upon within 10 workdays

7. Texas' Share of Total Fed Funding to High Ed Inst. For R&D in Sci/Eng

TEXAS' SHARE OF FED FUNDING FOR R&D

Texas' Share of Total Fed Funding to High Ed Inst. For R&D in Sci/Eng

8. Percentage increase in research expenditures at Texas public institutions

% INCREASE IN RESEARCH EXPENDITURES

Percentage Increase in Research Expenditures at TX Public Institutions

A.1.1. College Readiness and Success

Output Measures: (Key)

1. Increase in Fall Student Headcount Enrollment

INCREASE IN FALL HEADCOUNT

Increase in Fall Student Headcount Enrollment

Output Measures: (Non-Key)

1. Number of student complaints processed

OF STUDENTS COMPLAINTS PROCESSED

Number of student complaints processed

Explanatory Measures: (Key)

1. Dollars Appropriated for Developmental Education

\$ FOR DEV EDUC

Dollars Appropriated for Developmental Education

Explanatory Measures: (Non-Key)

1. Number of economically disadvantaged undergraduate African American students completing a degree or certificate at Texas public institutions of higher education.

DISADV AFR AMER STDS CMP DEG/CERT

Econ Disadv Afr Amer Stds Cmp Degree/Cert at TX Inst Higher Ed

2. Number of economically disadvantaged undergraduate Hispanic students completing a degree or certificate at Texas public institutions of higher education.

DISADV HISPANIC STDS CMP DEG/CERT

Econ Disadv Hispanic Stds Cmp Degree/Cert TX Inst Higher Ed

3. Number of economically disadvantaged undergraduate Asian students completing a degree or certificate at Texas public institutions of higher education.

DISADV ASIAN STD CMP DEG/CERT

Econ Disadv Asian Stds Cmp Degree/Cert TX Inst Higher Ed

4. Number of economically disadvantaged undergraduate White students completing a degree or certificate at Texas public institutions of higher education.

DISADV WHITE STDS CMP DEG/CERT

Econ Disadv White Stds Cmp Degree/Cert TX Inst Higher Ed

5. Number of economically disadvantaged undergraduate Other students completing a degree or certificate at Texas public institutions of higher education.

DISADV OTHER STDS CMP DEG/CERT

Econ Disadv Other Stds Cmp Degree/Cert TX Inst Higher Ed

A.1.2. Student Loan Programs

Output Measure: (Key)

1. Undergraduate student loan debt at or below 60 percent of first-year wages for graduates of Texas public institutions of higher education

UNDERGRAD STD LOAN 60% 1ST YR

Undergrad Std Loan Debt at 60 % 1st yr Wages Grads TX Pub Inst

Output Measures: (Non-Key)

1. Number of student loans originated

STUDENTS LOANS ORG

Number of Students Loans Originated

2. Dollar amount of loans made

\$ AMOUNT OF LOANS MADE

Dollar Amount of Loans Made

3. Operating Expense for Hinson-Hazlewood Loan Program

OPERATING EXPENSE FOR LOAN PROGRAMS

Operating Expense for Hinson-Hazlewood Loan Program

Efficiency Measures: (Non-Key)

1. 3 YR. Cohort Default Rate Hinson-Hazlewood State Loan Program

3 YR DEFAULT RATE HINSON-HAZLEWOOD

3 YR Cohort Default Rate Hinson-Hazlewood State Loan Program

2. Administrative costs of loan programs as a percentage of overall loan program

ADMIN COSTS LOAN PGM % LOAN PORT

Admin Costs of Loan Pgms % Overall Loan Portfolio

A.1.3. Financial Aid Services

A.1.4. Academic Quality and Workforce

Output Measures: (Non-Key)

- 1. Number of Public Institutions of Higher Education Program Reviews Processed**
PUB INS HIGHER ED REQUESTS PROC
Pub Institute Higher Ed Pgm. Reviews Processed
- 2. Number of Certificates of Authority and Certificates of Authorization Reviewed**
OF CERT AUTHORITY/AUTHORIZE RVW
Number of Cert of Authority & Certs of Authorization Reviewed
- 3. Number of SARA (State Authorization Reciprocity Agreement) applications processed**
of SARA Applications Processed
Number of Sara Applications Processed
- 4. # of Public Univ. Prgms. Health-Related Pgms. And Admin Changes Reviewed**
DEGREE PROGAMS/CHANGES
of Public Univ Pgms, Health-Related Pgms and Admin Changes Reviewed
- 5. Number of Career Schools and College and Public 2-Year College Pgms Reviewed**
CAREER/2-YEAR PROGRAMS REVIEWED
of Career School and College and Public 2-Year College Pgms Reviewed
- 6. Dollars of Fed Obligations – R&D in Sci and Engineering**
\$ FED FUNDS SCI/ENG R&D
Dollars of Fed Obligations – R&D In Sci and Engineering
- 7. \$ Amt of Research Expenditures at TX Public Institutions**
DOLLAR AMT RESERCH EXPEND
\$ Amt of Research Expenditures at TX Public Institutions

A.1.5. Strategic Planning and Funding

A.1.6. Innovation and Policy Development

A.1.7. Oversight For-Profit Institutions

A.1.8. Fields of Study

GOAL B. Agency Operations

B.1.1. Central Administration

Output Measures: (Non-Key)

- 1. Number of requests from legislators, media, IHEs, students and the public**
NUMBER OF REQUESTS FOR INFORMATION
Of Requests from Legislators, Media, IHE's, Students & General Public
- 2. Response Time to Requests for Information**
RESPONSE TIME TO REQUESTS FOR INFO
Response time to Requests for Information

B.1.2. Information Resources

B.1.3. Facilities Support

B.1.4. Compliance Monitoring

GOAL C. Affordability and Debt

Outcome Measure: (Key)

- 1. % Students Rec. FA Employed through Texas College Work Study Program**
% STDS REC FA EMPLOYED WORK STUDY
% Students Rec. FA Employed through Texas College Work Study Program

Outcome Measure: (Non-Key)

- 1. % Independent College Students Receiving Tuition Equalization Grant**
% STUDENTS RECEIVING TEG
% Independent College Students Receiving Tuition Equalization Grant

C.1.1. TEXAS Grant Program

Output Measure: (Key)

- 1. Percent of TEXAS Grant recipients who earn a baccalaureate degree within four academic years**
% TEXAS RECIPS W/BA IN 4 YEARS
% Texas Grant Recipients with BA within Four Academic Years
- 2. Percent of TEXAS Grant recipients who earn a baccalaureate degree within six academic years**
% TEXAS RECIPS W/BA IN 6 YEARS
% Texas Grant Recipients with BA within Six Academic Years

Output Measures: (Key)

1. Number of students receiving TEXAS Grants

STUDENTS RECEIVING TX GRANTS

Number of Students Receiving Texas Grants

Output Measures: (Non-Key)

2. Persistence rate of TEXAS Grant recipients after 1 year at a Public University

PERSIST TX GRANT RECIPS – PUB UNIVS

Persistence Rate TEXAS Grant Recipients After 1 YR – Public Univ

C.1.2. TEXAS B-On-Time Program-Public

C.1.3. TEXAS B-On-Time Program-Private

C.1.4. Tuition Equalization Grants

Output Measure: (Key)

1. % TEG Recipients Who are Minority Students

% MINORITY TEG RECIPIENTS

% TEG Recipients Who are Minority Students

2. % TEG Recipients Who Earn BA within Four Academic Years

% TEG RECIPIENTS W/BA IN 4 YEARS

% TEG Recipients Who Earn BA within Four Academic Years

Output Measures: (Non-Key)

1. Number of students receiving TEG awards

STUDENTS RECEIVING TEG AWARDS

Number of Students Receiving TEG Awards

2. Persistence Rate of TEG recipients after 1 Academic Year

PERSISTENCE TEG AFTER 1 ACADEMIC YEAR

Persistence Rate of TEG Recipients after One Academic Year

3. % TEG Recipients with Baccalaureate within Six Academic Years

% TEG W/BA DEGREE W/IN SIX ACAD YRS

% TEG Recipients with Baccalaureate within Six Academic Years

C.1.5. TEOG-Public Community Colleges

Texas Educational Opportunity Grant-Public Community Colleges

Output Measure: (Key)

- 1. Percentage of Texas Educational Opportunity Grant recipients who entered Texas public community colleges in the fall term three years ago as first-time, full-time undergraduates who then received Associate's Degrees or Certifications, or who transferred to a 4-year college or university after 30 semester credit hours, since that date.**

% TX PUB CC ASSOC TRNS 4 YR COLL

% TEOG Recip TX Pub CC Fall with Assoc. Transferred to 4 YR Coll.

C.1.6. TEOG-Public State/Technical College

Texas Educational Opportunity Grant-Public State/Technical College

C.1.7. College Work Study Program

C.1.8. License Plate Scholarships

C.1.9. Educational Aide Program

C.1.10. TX Armed Services Scholarship PGM

C.1.11. Open Educational Resources

GOAL D. College Readiness and Success

D.1.1. Advise TX

Output Measure: (Non-Key)

- 1. Percent change in FAFSA Applications**

% INCREASE IN FAFSA APPLICATIONS

Percent change in FAFSA Applications

Efficiency Measure: (Non-Key)

- 1. Number of high schools served**

NUMBER OF HIGH SCHOOL SERVED

Number of High Schools Served

D.1.2. Developmental Education Program

D.1.3. TSIA Enhancement and Success

GOAL E. Industry Workforce

Outcome Measures: (Key)

1. Pass Rate Stat Cert Exam Comp to Stds Enrolled Pub Inst Higher Ed

PASS RATE CERT EXAM COMPARE

Pass Rate Stat cert Exam Comp to Stds Enrolled Pub Inst Higher Ed

E.1.1. Career/Technical Education Programs

E.1.2. Teach for Texas Loan Repayment

E.1.3. Math and Science Scholar's LRP

E.1.4. Northeast Texas Initiative and TC3

E.1.5. Bilingual Education Program

E.1.6. Peace Officer Loan Repayment PGM

GOAL F. Industry Workforce – Health Related

Outcome Measures: (Key)

1. Percent of first year medical residents' headcount to Texas Medical schools Graduates.

% 1st YR RES HEADCT # TS MED GRADS

% of First Year Residency Headcount to TX Med Grads FY18-FY19

Outcome Measures: (Non-Key)

1. % Family Practice Residency Pgm Completers in Medic Underserved Areas.

% FAMILY PRACTICE IN MUA

% Family Practice Residency Pgm Completers in Medic Underserved Areas

2. Percent Family Practice Residency Pgm Completers Practicing in Texas

% FAMILY PRACTICE IN TX

Percent Family Practice Residency Pgm Completers Practicing in Texas

F.1.1. Family Practice Residency Program

Output Measures: (Key)

1. Number of FPRP Residents Supported

RESIDENTS SUPPORTED

Number of FPRP Residents Supported

2. Average Funding Per FPRP Resident

AVERAGE FUNDING PER RESIDENT

Average Funding Per FPRP Resident

F.1.2. Preceptorship Program

F.1.3. GME Expansion

Graduate Medical Education Expansion

Output Measures: (Non-Key)

1. Number of new First-Year Residency Positions Est. & maintained since GME expansion

NEW 1ST YR RESID POSIT GME EXPAN

New 1st YR Residency Positions Est/Maint Since GME Expansion

F.1.4. Trauma Care Program

F.1.5. Joint Admission Medical Program

F.1.6. Prof Nursing Shortage Reduction PGM

F.1.7. Physician Ed. Loan Repay. Program

Output Measures: (Non-Key)

1. Number of Physicians Receiving PELRP Payment (Including Federal Match)

DRS REC'S PAYMENT – FED MATCH

Number of Physicians Receiving PELRP Payment (Including Federal Match)

2. % PELRP Recipients Who Continue Practice in an HPSA

% PELRP CONTINUE PRACTICE IN HPSA

% PELRP Recipient Who Continue to Practice in an HPSA

F.1.8. Mental Health Loan Repayment PGM

F.1.9. Nursing Faculty Loan Repayment PGM

F.1.10. Child Mental Health Care Consortium

GOAL G. Baylor College of Medicine

Outcome Measures: (Key)

1. Percentage of Baylor College of Medicine Graduates entering Texas Residency Programs.

% BAYLOR MED GRADS IN TX RES PGMS

% of Baylor College of Medicine Grads Entering TX Residency Programs

2. Percentage of Baylor College of Medicine Graduates entering Primary Care Residency Programs.

% BAYLOR GRADS IN PRIMARY CARE RES

% Baylor College of Medicine Grads Entering Primary Care Residencies

Outcome Measures: (Non-Key)

1. % Students Passing Part 1 or Part 2 of the National Licensing Exam

% PASSING NLE ON FIRST TRY

% Students Passing Part 1 or Part 2 of the National Licensing Exam

G.1.1. BCOM-Undergrad Medical Ed

Output Measure: (Non-Key)

1. Number of Texas Resident BCM Medical Students Funded

TEXAS RESIDENT STUDENTS FUNDED

Number of Texas Resident BCM Medical Students Funded

2. Average Amount Per BCOM Student

AVERAGE AMOUNT PER STUDENT

Average Amount Per BCM Student

G.1.2. BCOM-Graduate Medical Ed

G.1.3. Baylor Coll Med Perm Endowment Fund

G.1.4. Baylor Coll Med Perm Health Fund

GOAL H. Tobacco Funds

H.1.1. Earnings – Minority Health

H.1.2. Earnings – Nursing/Allied Health

GOAL I. Research and Innovation

I.1.1. Texas Research Incentive Program

I.1.2. Autism Program

SCHEDULE C:

Historically Underutilized Business Plan

Texas Higher Education Coordinating Board Historically Underutilized Business Plan

In accordance with the Texas Government Code, Chapter 2161, the Texas Administrative Code, Title 34, Part 1, Chapter 20, Subchapter D, Rule §20.281, and the State of Texas Disparity Study, the Texas Higher Education Coordinating Board is committed to including Historically Underutilized Businesses (HUBs) within the procurement process. All businesses have an equal opportunity to participate in the procurement process with the THECB.

GOAL

The Texas Higher Education Coordinating Board will continue to make a good faith effort to utilize HUB vendors through four key elements: (1) executive management support; (2) a strong emphasis on HUB vendor solicitation; (3) HUB vendor outreach; and (4) educating the THECB employees on the HUB program. The agency's annual goal is to exceed the overall statewide average percentage of HUB participation.

OBJECTIVES

Executive Management Support

1. The THECB will build and maintain HUB vendor relationships and will identify and contract with as many new qualified and capable HUB vendors as possible each year.
2. The agency will support inclusion of HUB subcontracting plans in all solicitations in excess of \$25,000 to encourage subcontracting when such opportunities exist.
3. The agency will sponsor and support a HUB Mentor-Protege agreement as well as promote the Statewide HUB Mentor-Protege program by adding a statement of support to formal procurement solicitations highlighting such opportunities.

HUB Vendor Solicitation

1. Within agency solicitation documents, the THECB will provide to all potential contractors a resource link to the Centralized Master Bidder's List of certified HUB vendors available for subcontracting opportunities for contracts over \$25,000.
2. The agency will use good faith efforts to solicit HUB vendors on contract solicitations and will utilize a qualified and capable HUB vendor for all contracts of any dollar amount threshold.

HUB Vendor Outreach

1. The agency will invite HUB vendors to deliver technical and business presentations as potential contractors, with five or more HUB presentations conducted per year.
2. The agency will sponsor or co-sponsor an Economic Opportunity Forum when significant new opportunities for outside vendors exists.
3. The agency will participate in at least five or more external HUB Economic Opportunity Forums per year.

Agency Staff Education

1. The agency will educate workgroups through senior management directives on the agency policy regarding the use of HUB vendors to the fullest extent possible.

EXTERNAL/INTERNAL ASSESSMENT

The Texas Higher Education Coordinating Board will continue to make a good faith effort to utilize HUBs through four key elements: (1) executive management support; (2) a strong emphasis on HUB vendor solicitation; (3) HUB vendor outreach; and (4) educating Coordinating Board employees about the HUB Program. A variety of factors, both internal and external, impact and contribute to the goal of increased participation of Historically Underutilized Businesses in agency contracts.

Executive Management Support: Opportunities

Increased awareness of the benefits and contributions provided by conducting business with HUB vendors at all levels of management throughout the agency improves the contracting process.

- Board members of the agency, as leaders throughout the state, understand and support HUB outreach.

Agency Staff Education: Opportunities

- Agency knowledge of the HUB program can lead to additional HUB contracting opportunities.

HUB Vendor Solicitation: Opportunities

- Increasing the number of awarded HUB vendor contracts
- Increasing the number of contract awards among HUB vendor groups

HUB Vendor Solicitation: Threats

- Underutilization of HUB goals, due to certain HUB categories not correlating to the agency mission and funding.
- Underutilization of HUB goals due to HUB vendors focusing on larger opportunities within state government.
- Underutilization of HUB goals, from possible increased competition for state contracts due to current economic conditions.

HUB Vendor Outreach Opportunities

- Networking with state agencies leading HUB economic forums to encourage development of HUB relationships and contracts
- Increasing the number of HUB-qualified businesses from which to select

HUB Vendor Outreach: Threats

- Reduced opportunities to recruit new HUB vendors due to regional or geographic limitations.
- Subject-matter expertise for some professional and consultant service contracts may limit HUB vendor participation.

STRATEGIES

The THECB will persist in working towards increased use of HUB vendors in procurement contracts and subcontracts in the categories of professional services, other services, and commodities, as applicable. In support of these goals, the agency identified the following strategies to improve its HUB Program:

Executive Management Support:

- Assist HUB vendors in their ability to compete for contracts by providing procurement guidance and information.
- Stress agency goals regarding HUB vendor participation and support the inclusion of HUB subcontracting plans in all solicitations in excess of \$25,000 whenever subcontracting opportunities exist.
- Support external and internal HUB Economic Opportunity Forums to foster outreach.
- Continue to maintain a HUB Mentor-Protege Program to promote long-term relationships between prime contractors and HUB vendors.
- Continue to maintain a monthly HUB reporting system to track HUB Utilization.
- Submit a HUB supplemental letter, with the agency's HUB semi-annual and annual reports to the Comptroller of Public Accounts.

HUB Vendor Solicitation:

- Allow for maximum participation by all businesses by specifying reasonable and realistic contract specifications, terms, and conditions consistent with the agency's requirements.
- Provide potential contractors with references or sources of certified HUBs available for subcontracting opportunities.
- Utilize all available HUB directories within the appropriate vendor criteria for procurement opportunities.

HUB Vendor Outreach:

- Invite HUB vendors to deliver technical and business presentations regarding their capability to do business with the THECB.
- Inform the public of the THECB's contract opportunities by sponsoring or co-sponsoring HUB Economic Opportunity Forums when significant new opportunities for outside vendors exists.
- Participate in external HUB Economic Opportunity Forums with the purpose of identifying HUBs capable of providing goods and services and to make procurement opportunities available.

SCHEDULE F: AGENCY WORKFORCE PLAN

Texas Higher Education Coordinating Board Agency Workforce Plan

1. Agency Overview

The Texas Higher Education Coordinating Board (THECB) was created by the Texas Legislature in 1965 to “represent the highest authority in the state in matters of public higher education and is charged with the duties to take an active part in promoting quality education throughout the state by:

- providing a statewide perspective to ensure the efficient and effective use of higher education resources and to eliminate unnecessary duplication;
- developing and evaluating progress toward a long-range master plan for higher education and providing analysis and recommendations to link state spending for higher education with the goals of the long-range master plan;
- collecting and making accessible data on higher education in the state and aggregating and analyzing that data to support policy recommendations;
- making recommendations to improve the efficiency and effectiveness of transitions, including between high school and postsecondary education, between institutions of higher education for transfer purposes, and between postsecondary education and the workforce; and
- administering programs and trusteed funds for financial aid and other grants as necessary to achieve the state's long-range goals and as directed by the legislature.” (Texas Education Code, Section 61.051).

Effective September 1, 2019, the agency is statutorily authorized 266.9 full-time equivalent (FTE) positions. FTEs whose salaries, benefits, and other expenses related to employment are funded through private grant funds are not counted toward this cap, pursuant to Sec. 38, p. III-60 of the General Appropriations Act, 2020-21 Biennium.

A. Agency’s Mission Statement

The THECB provides leadership and coordination for Texas higher education and promotes access, affordability, quality, success, and cost efficiency through *60x30TX*, resulting in a globally competitive workforce that positions Texas as an international leader.

B. Agency’s Workforce Strategic Goals and Objectives

The THECB’s focus for immediate workforce planning initiatives for the next two to five years is based on the large percent of employees who are eligible to retire. Additionally, the agency is conducting a classification and compensation analysis to address workforce needs. The THECB will continue working to enhance diversity in the applicant pool. A response to the economic outlook requires consideration of possible effects of budget deficits and how the future legislative sessions may affect the agency workforce.

Goal 1: Retention & Recruitment	Recruit and retain a highly educated, skilled, and diverse workforce.
Objective:	Provide enhanced pool of applicants, internal and external, for management's consideration and retain the critical education and skill levels needed to perform the tasks of the agency's mission.
Strategies:	<ul style="list-style-type: none"> • Proactively seek new recruitment sources. • Communicate with management regarding posting timeframe when it is necessary to expand applicant pool. • Develop EEO Workforce Action Plan to provide details on recruitment, hiring, and retention of workforce to reflect the statewide civilian workforce. • Conduct market studies, as needed, generally identified by hard-to-fill or high-turnover positions and propose changes to the salary structure as appropriate.

Goal 2: Succession Planning of Critical Positions	Prepare for retirement of key positions.
Objective:	Work to maintain agency business with no interruption.
Strategies:	<ul style="list-style-type: none"> • Continue cross-training of identified key positions. • Continually review agency workforce needs (i.e., skills, education, experience, etc.).

Goal 3: Economic Conditions	Prepare for the legislative session and the possibility of budget reductions.
Objective:	Provide quality, thoughtful information for considering alternatives.
Strategies:	<ul style="list-style-type: none"> • Monitor legislative issues and provide alert on issues of concern. • Discuss concerns that may affect the agency workforce and identify possible actions.

C. Agency's Core Values

THECB's core values are:

1. **Accountability** – We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions, and aspirations.
2. **Efficiency** – We accomplish our work using resources in the most effective manner.
3. **Collaboration** – We develop partnership that result in student success and a

highly qualified, globally competent workforce.

4. **Excellence** – We strive for excellence in all our endeavors.

D. Anticipated Changes to the Mission, Strategies, and Goals

In its agency strategic plan, the THECB has identified the following three goals, with action items, to achieve over the next five years. The goals and actions are aligned with the statewide objectives issued by the Office of the Governor and Legislative Budget Board.

THECB Agency Goals and Action Items for FY 2021-2025
<p>GOAL 1: Serve as a trusted and valued partner to higher education stakeholders.</p> <ul style="list-style-type: none"> ✓ Strengthen channels of communication with the Governor, legislators, institutions of higher education (institutions), state agency partners, the business community, and other stakeholders invested in the success of Texas higher education. ✓ Research, analyze, and publicize state, national, and international trends and best practices in higher education. ✓ Provide objective, timely, and relevant data and analysis to higher education decision-makers. ✓ Work in partnership with and on behalf of institutions of higher education to advocate for Texas higher education.
<p>GOAL 2: Be an effective steward of administrative and trustee funds.</p> <ul style="list-style-type: none"> ✓ Install agencywide project management to monitor and review progress on initiatives, projects, and activities to ensure strategic policy alignment and implementation. ✓ Examine established procedures for agency operations, services, and programs to identify more efficient and innovative ways to execute our mission. ✓ Provide quantifiable outcomes for state funding to support agency operations and programs administered by the agency. ✓ Integrate stakeholder feedback into policy and procedural decision-making regarding trustee funds.
<p>GOAL 3: Advance and refine the state's strategic plan for higher education, 60x30TX</p> <ul style="list-style-type: none"> ✓ Refine and update the goals and targets of 60x30TX to ensure they effectively address the needs of students, institutions, and the state's economy.

- ✓ Continuously engage stakeholders to understand differing perspectives about 60x30TX.
- ✓ Monitor and evaluate progress toward goals and targets.
- ✓ Partner closely with the Texas Education Agency and Texas Workforce Commission in the Governor's Tri-Agency Workforce Initiative to address long-term workforce development needs.
- ✓ Partner with and support institutions of higher education as they adopt policies to achieve 60x30TX goals by their institutions and regions.

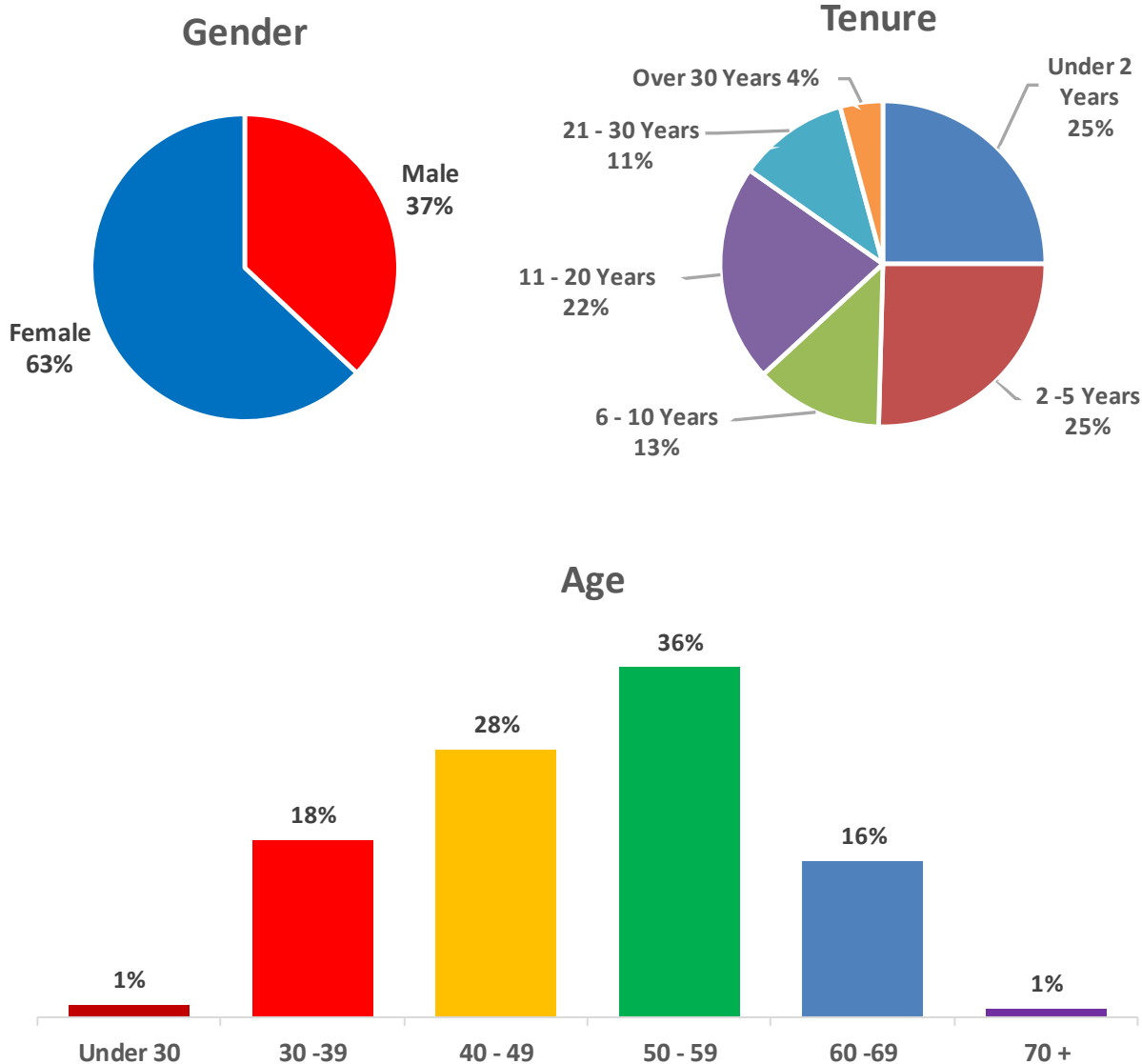
2. Current Workforce Profile (Supply Analysis)

The THECB employees are comprised of diverse, well-qualified individuals.

A. Workforce Demographics

The following charts profile the agency's workforce as of April 30, 2020. The THECB staff include part-time and full-time employees comprised of 37 percent male and 63 percent female. Approximately 80 percent is over the age of 40 and approximately 25 percent has fewer than two years of service with THECB.

Workforce Breakdown as of April 30, 2020



The following table provides a comparison of the ethnicity of THECB employees, as of April 30, 2020, and the ethnicity of the statewide civilian workforce as reported by the Texas Workforce Commission, Civil Rights Division.

Workforce Utilization Analysis						
	Female		Hispanic		African American	
	THECB %	Civilian Workforce %	THECB %	Civilian Workforce %	THECB %	Civilian Workforce %
Officials/Administration	46.6%	38.8%	13.3%	22.4%	6.6%	8.1%
Professional	60.7%	54.5%	21.4%	20.3%	11.6%	10.9%
Technical	33.3%	55.2%	4.2%	29.2%	12.5%	14.4%
Administrative Support	83.3%	71.6%	40.7%	36.4%	33.3%	14.3%

Note: There were inconclusive statistical results for the utilization analysis in the Hispanic population of the Officials /Administrator category due to a small number of employees (<30). There is also a potential underutilization in the Hispanic population of the Technical category.

B. Retirement Eligibility

THECB retirement does not account for most separations:

THECB FY Retirement				
	FY 2018		FY 2019	
	Number	Percent	Number	Percent
Retirement	5	2%	12	5%

Given that 80 percent of the THECB's workforce is over the age of 40, 12 employees retired during FY 2019, and 79 additional employees will be eligible to retire in the next five years, a proactive plan is required to improve succession planning for identified key positions, to train internal replacements, and to enhance external recruitment. The THECB will be challenged to replace these retirees with the high skills and education levels necessary to perform the research and analysis functions required to achieve the Texas higher education strategic plan, 60x30TX. The THECB continues to aim at retaining employees with critical knowledge, providing educational opportunities, and utilizing senior management as mentors for identified, less tenured staff.

Predicting future turnover based on retirement eligibility can be difficult. An employee's eligibility to retire is not an accurate indicator of his/her election to retire. Factors that play a major role in the decision to retire include, but are not limited to, income requirements, eligibility for insurance, and social security benefits. Regardless of these factors, the THECB must be prepared to effectively address the future loss of knowledgeable and capable staff.

C. Employee Turnover

Turnover is an important issue in any organization and the THECB is no exception. The turnover rate for FY 2018 was 10.8 percent. The state's average turnover rate for FY 2018 was 19.3 percent. The following charts compare the THECB's turnover rates to that of the state from FY14 to FY18. Over this timeframe, the THECB's turnover has generally been lower than the state's turnover rate.

Turnover Rate for Fiscal Years 2014-2018					
	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Statewide	17.5%	18%	17.6%	18.6%	19.3%
THECB	9.6%	10.6%	12.1%	6.3%	10.8%

Source: An Annual Report on Classified Employee Turnover

THECB Turnover by Age				
	FY 2018		FY 2019	
	Number	Percent	Number	Percent
Under 30	4	0%	1	2%
30 - 39	4	47%	7	19%
40 - 49	9	20%	5	13%
50 - 59	10	20%	15	39%
60+	6	13%	10	27%

THECB Turnover by Tenure				
	FY 2018		FY 2019	
	Number	Percent	Number	Percent
Under 2 years	11	50%	12	32%
Between 2-5 years	8	20%	8	21%
Between 6-10 years	7	7%	10	27%
Between 11-20 years	5	10%	4	10%
Between 21-30 years	2	7%	3	8%
Over 30 years	0	7%	1	2%

THECB Turnover by Gender & Ethnicity				
	FY 2018		FY 2019	
	Number	Percent	Number	Percent
Male	14	73%	16	42%
Female	19	27%	22	58%
African American	5	17%	2	5%
Hispanic	9	33%	7	18%

Projected Retirement Rate over the Next Five Years

The employee projected retirement chart below, projects the retirement rate by EEO classification for the next five years.

Projected Retirement Eligibility							
EEO Classification	Current Workforce as of 4/30/20	% of Workforce as of 4/30/20	FY 20	FY 21	FY 22	FY 23	FY 24
Officials/Administrators	15	6.3%	26%	0%	0%	6%	6%
Professionals	113	47.8%	16.8%	5.3%	3.5%	2.6%	2.6%
Technical	24	10.1%	29.1%	0%	0%	4.1%	8.3%
Para-Professional	30	12.7%	33.3%	0%	3.3%	3.3%	6.6%
Administrative Support	54	22.8%	14.8%	0%	5.5%	3.7%	1.8%
Skilled Craft	0	0%	0%	0%	0%	0%	0%
Total	236	100%	20.3%	2.54%	3%	3%	3.8%

D. Critical Workforce Skills

THECB's employees are comprised of diverse, well-qualified individuals, some with highly specialized skills unique to the agency. There are a number of skills that are critical to the agency's ability to operate effectively, efficiently, and consistently meet the agency's performance measures and legislative mandates. These current critical workforce knowledge and skills are in the following areas:

- Knowledge of higher education programs and curriculum review
- Formula funding and capital planning
- Legal expertise
- Student loan bonds
- Governmental accounting
- Project management
- Research and data analysis
- Leadership/management
- Information technology

Positions critical to the THECB include mid- and upper-management positions, such as Commissioner of Higher Education, Deputy Commissioners, General Counsel, Assistant Commissioners, Deputy Assistant Commissioners, Directors, Senior Program Directors, and Managers, as well as positions with highly specialized skills. These positions require extensive experience, specialized designations, and detailed knowledge of the agency's statutory regulations, functions, and rules.

3. Future Workforce Profile (Demand Analysis)

The THECB's critical functions must be maintained when turnover occurs. Since the agency has a unique workforce to accomplish a wide variety of tasks, every position is critical to maintain efficient and effective operations. Filling vacated positions must occur quickly and effectively.

The THECB continues to emphasize the need for workplace diversity and to strive for a workforce that is reflective of the ethnic and racial composition of the state's population. The recruitment sources for all job postings have recently been expanded to reach as many minority job seekers as possible and will continue to see opportunities to enhance the sources of employment recruitment.

A. Workforce Challenges

The THECB will continue efforts to improve diversity targets that are potentially underrepresented. The agency focuses on recruitment efforts to produce a pool of qualified applicants that reflect the female, Hispanic and African American groups for the Technical category.

To meet the agency's goal to recruit in the potentially underutilized categories, the THECB posts jobs with Workplace Diversity, which targets minorities, including Hispanics; Executive Women in Texas Government; CareerBuilder, which advertises on several sites that target women; Texas Association of Black Personnel in Higher Education; NAACP; and a variety of colleges and universities, including minority-serving institutions, to seek a diverse applicant pool.

There may be a need to develop nontraditional workplace and employment relationships, such as short-term assignments. Recruitment and retention strategies must be developed and monitored to maintain the agency's workforce dynamic. According to data from the State Auditor's Office, better pay and benefits continue to be cited among the top reasons' employees leave employment from their respective state agencies.

B. Future Workforce Skills Needed

After review and assessment of information compiled on the THECBs' workforce, the agency has determined that no gap exists between the agency's workforce supply and future demand. Additional skilled labor exists in the workforce for the existing positions, and although any loss of staff will impact agency operations, replacement with appropriated personnel at the current budgeted salary levels will allow the agency to replace any vacancy.

C. Anticipated Increase/Decrease in Number of FTEs

While the THECB does not anticipate any increase or decrease in the number of FTE's, the agency will continue to review work demands, along with the state's increasing population and number of students attending of Texas institutions of higher education, to ensure that the agency has appropriate staffing levels and skills necessary to fulfill its mission.

4. Strategy Development

Training and development of current staff is critical to the success of the THECB. The primary objective to staff development and training is to ensure that THECB employees have the knowledge and skills to perform their duties effectively and efficiently. Additionally, the continued development and training of staff will allow for a long-term succession plan solution.

The possibility of a significant number of retirements over the next five years and the expectation that many of these retirements will represent the loss of highly skilled employees, with specific experience and specialized backgrounds, may require a proactive plan of action to train internal replacements, as well as enhance external recruitment. The THECB will be challenged to replace these retirees with the high skills and education levels necessary to perform the research and analysis functions required.

SCHEDULE G: TEXAS WORKFORCE SYSTEM STRATEGIC PLAN

System Objective	Key Actions/Strategies/Outcomes
Expand licensure and industry certification	<ul style="list-style-type: none"> • The Coordinating Board administers federal Carl D. Perkins career and technical education funds (Perkins V) which emphasize alignment with state-level and local workforce needs. Under the Perkins State Leadership Grant, the agency will annually awards projects that seek to improve and better articulate credential completion pathways for students in high-wage, high-demand career and technical fields. • The Coordinating Board includes workforce certificates in 60x30TX measures of completion and educational attainment. These certificate programs often incorporate or directly lead to industry licensure and/or certification. The agency is working with 10 regional <i>60x30TX</i> advisory groups on tailored strategies to increase the number of young adult Texans earning a workforce certificate or other credential of value in each region. • Accelerate Texas is an integrated basic education workforce training instructional and advising model designed to support adults and out-of-school youth into career and technical education programs at community and technical colleges that provide credentials of value within regional and statewide labor markets. The program expands career pathways programs at colleges around the state through grants that provide opportunities to earn valuable skills and industry-recognized certifications for high-demand occupations.
Expand partnerships with system partners and stakeholders to promote collaboration, joint planning, and enhanced participant outcomes	<ul style="list-style-type: none"> • The Tri-agency Workforce Initiative (composed of THECB, TEA and TWC) received new charges from Governor Abbott in February 2020 asking the agencies to carry forward the House Bill 3 (86-R) reforms and identify strategies to address long-term workforce development needs across the state. The initiative plans to complete its report on these charges in Fall 2020. • The Coordinating Board is working with 10 regional 60x30TX advisory groups, composed of institutions of higher education, K-12 and workforce sector partners, to identify and implement large-scale strategies to improve regional outcomes tied to <i>60x30TX</i>. • The agency worked with the Texas Association of Community Colleges (TACC) Metrics Task force and with the Community and Technical Colleges

	<p>Formula Advisory Committee (CTCFAC) to update funding recommendations for college completions in critical needs workforce fields. For FY22-23, the Coordinating Board adopted formula funding recommendations that provide higher weights for fields that are in high-demand and pay higher than average wages as determined through a systematic analysis of workforce data.</p> <ul style="list-style-type: none"> • The Coordinating Board is collaborating with universities and community colleges through GradTX to identify and engage individuals who stopped out of higher education having completed significant coursework but no certificate or degree. The program focuses on getting individuals to quickly complete credentials of value that will allow them to improve their earning potential and better provide for themselves and their families. • In April 2020, the Coordinating Board signed a contract with the US Census Bureau to participate in the Postsecondary Employment Outcomes (PSEO) project. Texas graduates will be tracked to their employment out-of-state to provide a more comprehensive understanding of workforce outcomes for Texas students by institution and field. Previously, such data was only available for graduates who remained in Texas.
<p>Improve and enhance services, programs, and policies to facilitate effective and efficient transitions</p>	<ul style="list-style-type: none"> • Advise TX places recent college graduates from participating Texas higher education institutions as full-time, near-peer college advisers in 110 high schools with historically low college-going rates to help students identify the education options that best fit their career and academic goals. Data show that Advise TX schools have higher rates of college applications and FAFSA completion, and advisees are more likely to enroll in higher education than similarly situated students. • The Coordinating Board has partnered with the University of Texas at Austin to develop a virtual advising system, ADVi, accessible by text message and web chat. ADVi uses artificial intelligence to provide on-demand support to Texans looking to attend or return to higher education, and if needed, connects students to live advisers for additional help. • Generation TX (GenTX) is a grassroots social movement aimed at creating a college-going culture in Texas, particularly among underrepresented high

	<p>school students and their families. Activities include GenTX Month in November to encourage students to complete a college application and FAFSA, and GenTX Decision Day to recognize and celebrate students for their postsecondary plans in front of the entire student body. In 2020, GenTX held a "Virtual Decision Day" to encourage students to celebrate with their peers and communities through social media and video conferencing.</p> <ul style="list-style-type: none"> • Texas WORKS is a paid internship program created by the 86th Texas Legislature that will enable students attending public or private institutions of higher education to explore career options, strengthen marketable skills and build networking connections to ease the transition from higher education to the workforce. In light of COVID-19, the Coordinating Board tentatively anticipates making initial awards in Spring 2021.
<p>Develop and implement policies and processes to ensure portable and transferrable credit and credentials</p>	<p>SB 25 (86th Texas Legislature) included numerous provisions designed to improve the efficient transfer of credit and reduce time-to-degree. Among actions the Coordinating Board has undertaken or underway are:</p> <ul style="list-style-type: none"> • The agency collaborated with university representatives to establish a reporting structure for courses that do not transfer or apply to a degree. The Coordinating Board is required to report to the Legislature by March 1, 2021. • The Coordinating Board convened a negotiated rulemaking committee of representatives from public universities, community and state colleges to develop rules relating to filing of a degree plan as required by SB 25. The rules were approved by the agency in December 2019. • SB 25 requires each institution of higher education to develop at least one recommended course sequence for each undergraduate certificate or degree program offered by the institution, to apply beginning in the 2021-22 academic year. The Coordinating Board will seek nominations for the negotiated rulemaking committee to develop rules for this requirement in 2020. • SB 25 requires the Coordinating Board, in collaboration with a committee of representatives from community colleges and general academic teaching institutions, to study the effectiveness of the transfer of courses in the core curriculum and the feasibility of implementing statewide meta

	majors. The study and any recommendations to the Legislature are due on November 1, 2020.
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Describe the approach and list the strategies that your agency will employ to build internal organizational and staff competence in each of the three strategic pillars noted in the Texas Workforce System Strategic Plan (fiscal years 2016 to 2023)

1. Customer service and satisfaction

Agency Response:

The Coordinating Board has work underway in several key customer-facing domains to improve service and satisfaction.

- The Office of Student Financial Aid Programs prioritizes enhancing services to effectively meet customer needs, consistently tracking response-time metrics, and identifying, prioritizing, and pursuing a set of projects to improve service.
- Strategic Planning and Funding accepts, assesses, and addresses hundreds of ad hoc requests for data analysis annually, from institutions, organizations, students, and others statewide. That division is currently assessing the process for handling these requests to increase the efficiency and transparency of this service. This included a customer satisfaction survey to gather input.
- The agency administers approximately 40 grant programs on behalf of the state. Staff who run these programs meet regularly to streamline processes and discuss potential improvements to serving grant applicants and recipients.

2. Data-driven program improvement

Agency Response:

Strategic Planning and Funding has been reorganized to place more emphasis on production and provisioning of data to support program comparisons and improvement. These planned initiatives include a stronger emphasis on building dashboards and other outward facing tools, improving data infrastructure, and improving processes for responding to internal and external data requests. Stakeholder training in how to use the new data resources to inform policy and program improvement, including training for agency staff in other divisions, is also planned.

3. Continuous improvement and innovation

Agency Response:

The Coordinating Board is launching significant efforts to enable more effective use of data for strategic decision-making, improvement, and innovation. This summer will mark the launch of two significant efforts to improve our capacity for data-driven improvement and innovation:

- **Rearchitecting our education and workforce data infrastructure.**
Enabling the effective use of state data requires changing the architecture of that data, shifting the focus and capacities from compliance-driven administration to a structure built for analysis and use. Concurrently, the Coordinating Board will

assess and prioritize stakeholders' information needs and begin designing actionable, user-centered reports, tools, and protocols to meet them. In addition to serving external stakeholders, these significant changes will enhance our ability to make strategic decisions and ensure continuous measurement and improvement of agency programs.

- **Prioritizing excellent execution, management, and improvement.** The Coordinating Board is launching a new Project Management and Improvement Office to streamline planning, facilitate intra- and inter-agency collaboration, and enhance operational efficiency and productivity. With methodology adapted from Improvement Science, this office will ensure that key priorities are executed with discipline, rigorous measurement of process and outcomes, and alignment with cohesive strategies to advance state priorities.

Customer Service Report

June 2020

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Texas Higher Education Coordinating Board



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Midland
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Houston
Houston

Harrison Keller, COMMISSIONER OF HIGHER EDUCATION

Agency Mission

The Texas Higher Education Coordinating Board (Coordinating Board) provides leadership and coordination for the Texas higher education system and promotes access, affordability, quality, success and cost efficiency through *60x30TX*, resulting in a globally competitive workforce that positions Texas as an international leader.

Agency Vision

The Coordinating Board will be recognized as an international leader in developing and implementing innovative higher education policy to accomplish our mission.

Agency Philosophy

The Coordinating Board will promote access to and success in quality higher education across the state with the conviction that access and success without quality is mediocrity and that quality without access and success is unacceptable.

The Coordinating Board's core values are:

Accountability: We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions, and aspirations.

Efficiency: We accomplish our work using resources in the most effective manner.

Collaboration: We develop partnerships that result in student success and a highly qualified, globally competent workforce.

Excellence: We strive for excellence in all our endeavors.

The Coordinating Board does not discriminate on the basis of race, color, national origin, gender, religion, age or disability in employment or the provision of services.

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Executive Summary

The Texas Higher Education Coordinating Board (Coordinating Board) is committed to meeting the highest customer service standards. Under its *Compact with Texans*, the Coordinating Board reaffirms its commitment to professional service, responsiveness, effective communication, and follow-through with our customers. Coordinating Board customers can expect employees to be courteous, knowledgeable, and efficient when providing services. The agency is dedicated to continuous improvement, using customer survey comments to help improve the quality and delivery of services.

Texas Government Code, Section 2114, requires state agencies and institutions of higher education to develop customer service standards and implement customer satisfaction assessment plans. By June 1 of every even-numbered year, a report on customer service is submitted to the Governor's Office Budget and Policy Division and the Legislative Budget Board. This report provides a general description of the Coordinating Board, its *Compact with Texans*, and a list of external customers. It also provides the information-gathering methods used to assess the agency's performance on customer service standards, an analysis of survey findings, customer suggestions for improvements, improvements implemented, FY 19 and estimated FY20 performance measures, and next steps.

Overall, 68 percent of survey respondents between March 2019 and March 2020 were satisfied with the services they received from the agency. The three service quality elements that scored the lowest on the survey relate to the agency's website and the timeliness and reasonableness of how complaints and requests for services are handled (primarily within the loan program). Specifically, respondents expressed the need for the agency to update its student loan website, fix broken links, and improve its functionality.

In response to survey comments received in FY16 through March 2020, the agency has implemented several significant improvements outlined in this report and anticipates improving customer satisfaction in future years as a result.

Customer Service Report

THECB Compact with Texans – Statement of Customer Service Principles

The Texas Higher Education Coordinating Board (Coordinating Board or THECB) is committed to meeting the highest customer service standards. This commitment directly supports the statewide vision of ensuring each state agency is highly efficient, effective, transparent, and accountable. It also supports the statewide objective that state agencies be attentive to providing excellent customer service. Under its *Compact with Texans* (see Appendix A), the Coordinating Board reaffirms its commitment to professional service, responsiveness, effective communication, and follow-through with each of our customers. Our customers can expect agency employees to be courteous, knowledgeable, and efficient when providing services.

Agency Description

The Coordinating Board was created by the Texas Legislature in 1965 to “represent the highest authority in the state in matters of public higher education and is charged with the duties to take an active part in promoting quality education throughout the state by:

- providing a statewide perspective to ensure the efficient and effective use of higher education resources and to eliminate unnecessary duplication;
- developing and evaluating progress toward a long-range master plan for higher education and providing analysis and recommendations to link state spending for higher education with the goals of the long-range master plan;
- collecting and making accessible data on higher education in the state and aggregating and analyzing that data to support policy recommendations;
- making recommendations to improve the efficiency and effectiveness of transitions, including between high school and postsecondary education, between institutions of higher education for transfer purposes, and between postsecondary education and the workforce; and
- administering programs and trusteed funds for financial aid and other grants as necessary to achieve the state's long-range goals and as directed by the legislature.” (Texas Education Code, Section 61.051)

The Coordinating Board is governed by nine members appointed to six-year staggered terms by the governor, with consent of the senate, and one non-voting student representative appointed by the governor to a one-year term. The board appoints the Commissioner of Higher Education, who serves as the chief executive officer for the agency.

Inventory of External Customers

The Coordinating Board administers numerous state and federal programs; administers a \$1.75 billion student loan portfolio servicing over 200,000 loans annually; provides loan repayment assistance to thousands of eligible constituencies, such as faculty, teachers, dentists, physicians, and mental health providers; and distributes \$1.6 billion annually in grants and pass-through allocations, serving a broad range of eligible recipients. There are currently 1.6 million students enrolled at Texas public and independent institutions of higher education, which include 37 public and 38 independent universities, 50 public community college districts with multiple campuses, 10 health-related institutions, 6 technical colleges, and 3 state colleges. The agency also has several other customers and stakeholders, including policymakers; researchers; local, state and federal agencies; and the media. For a complete inventory of external customers served by the Coordinating Board's budget strategies as they appear in the General Appropriations Act for the 2020-21 Biennium and a brief description of the types of services provided to them, see Appendix B.

Information-Gathering Methods

To assess customer satisfaction, the Coordinating Board uses a Likert-scale survey and makes it available on the agency's website. In previous years, the agency sent an email with the survey link to customers who were subscribers of its email delivery system. In 2016, to improve the customer satisfaction assessment process, the agency began actively sending the survey directly to customers who receive an agency response to their online inquiry or complaint submitted via the "Contact Us" feature on the agency's website. Survey responses submitted to the agency between March 16, 2018 and March 16, 2020 were analyzed for this report.

In addition to the customer satisfaction survey, the agency uses the Customer Relationship and Feedback Tracking (CRAFT) System, an internal software application that allows agency staff to easily record and track inquiries, requests, and complaints received by phone, email, website, mail, and fax. The online form includes a wide range of reasons for contacting the agency, including complaints against the agency. This report includes CRAFT cases that were completed between March 16, 2018 and March 16, 2020.

Survey Results

There were 524 respondents to the customer satisfaction survey between March 16, 2018 and March 16, 2020. For purposes of this report, the response rate is not able to be determined since the survey is available to anyone who visits the agency's website. The agency also sends the survey directly to customers who receive an agency response to inquiries, requests, and complaints submitted through the CRAFT system. The total number of CRAFT completed cases for this period was 17,125. The survey response rate for CRAFT completed cases was 3 percent.

Respondents were self-categorized as:

- Borrower/Co-Signer: 32 percent
- Public Institution of Higher Education: 18 percent
- Private Institution of Higher Education: 8 percent
- Career College or School: 5 percent
- Student: 13 percent
- Parent: 5 percent
- Public Citizen: 5 percent
- Public School District: 2 percent
- Other Texas State Agency: 1 percent
- Business Entity: 1 percent
- Community-based Organization: 1 percent
- No Response: 6 percent

Results of Service Quality Elements

The following is a summary of the survey responses relating to the service quality elements that are statutorily required to be assessed. The three service quality elements that scored the lowest on the survey relate to the agency's website (primarily the student loan management website) and the timeliness and reasonableness of how complaints and requests for services are handled. For charts detailing these results, see Appendix C.

Overall satisfaction – Most of the survey respondents (68%) indicated they strongly agreed or agreed with the statement "Overall, I am satisfied with my experience" with the agency, while 15 percent strongly disagreed, and 10 percent disagreed; the remaining respondents were neutral on this question.

Facilities – Most of the survey respondents (71%) indicated they strongly agreed or agreed with the statement "If I visited the facility, it was clean and orderly," while 10 percent strongly disagreed, and 1 percent disagreed; the remaining respondents were neutral on this question.

Staff Knowledge – Most of the survey respondents (76%) indicated they strongly agreed or agreed with the statement "If I interacted with staff, staff members were knowledgeable and helpful," while 9 percent strongly disagreed, and 8 percent disagreed; the remaining respondents were neutral on this question.

Staff Courtesy – Most of the survey respondents (83%) indicated they strongly agreed or agreed with the statement "If I interacted with staff, staff members were courteous and professional," while 7 percent strongly disagreed, and 2 percent disagreed; the remaining respondents were neutral on this question.

Information Received – Most of the survey respondents (71%) indicated they strongly agreed or agreed with the statement "If requested, I received the information I needed to obtain services," while 16 percent strongly disagreed, and 8 percent disagreed; the remaining respondents were neutral on this question.

Website – Half of the survey respondents (50%) indicated they strongly agreed or agreed with the statement "If I visited the website, it was easy to use, well organized, and contained accurate information," while 20 percent strongly disagreed, and 12 percent disagreed; the remaining respondents were neutral on this question.

Complaints – Less than half of the survey respondents (42%) indicated they strongly agreed or agreed with the statement “If I filed a complaint, it was handled in a reasonable and timely manner,” while 27 percent strongly disagreed, and 14 percent disagreed; the remaining respondents were neutral on this question.

Services Requested – Most of the survey respondents (72%) indicated they strongly agreed or agreed with the statement “If I called, wrote, emailed, or made a request for services, it was handled in a reasonable and timely manner,” while 14 percent strongly disagreed, and 7 percent disagreed; the remaining respondents were neutral on this question.

Printed Material – Most of the survey respondents (68%) indicated that they strongly agreed or agreed with the statement “If I received printed materials, it provided thorough and accurate information,” while 12 percent strongly disagreed, and 6 percent disagreed; the remaining respondents were neutral on this question.

Analysis of Findings

Out of 524 survey respondents, 198 provided comments: 29 percent (or 58) of the respondents’ comments were favorable toward the quality and efficiency of the agency’s customer service; 57 percent (or 3113) were negative; and 21 percent (or 42) provided suggestions for improvements.¹ Most of the complaints centered on the agency’s Borrower Services department. Specifically, respondents complained about the outdated student loan program management website, broken links, and the lack of functionality. They complained about excessive telephone wait times; lack of courtesy and professionalism by customer service representatives; the long turnaround time to process loan applications; and some indicated their question was not fully addressed, they received a canned response, or they received no response at all. Suggestions for improvements were primarily focused on making the online interface for borrowers more reliable and user friendly.

Out of 17,125 inquiries received via the CRAFT System, 685 were categorized as complaints, of which 646 were complaints against a Texas institution of higher education; 17 were complaints against the agency and were related to student financial aid.

Improvements Implemented in 2018-2020

The agency has recently implemented several improvements aimed at increasing customer service and satisfaction. Below are some of the major projects that have been implemented to improve customer service:

Student Financial Aid Programs Customer Response Metrics

In August 2018, the agency's Office of Student Financial Aid Programs (SFAP) implemented a set of customer response metrics to guide its efforts toward timely support for the borrowers, institutional financial aid offices, students, and other individuals seeking assistance from the office. The metrics outlined a dozen measures focused on calls received, inquiries received through the agency's CRAFT system, and documents processed (see Appendix F). The metrics helped engage staff in office-wide efforts to improve response times with significant success. For example:

¹ Some comments did not fit any of the three categories listed, while other comments fit more than one category.

- Average Speed of Answer: Reduced from 6:55 in August 2018 to 1:42 in August 2019
- Abandon Rate: Reduced from 8.8 percent in August 2018 to 4.2 percent in August 2019

Student Financial Aid Programs Service Improvements

SFAP continues to make improvements based on the recommendations from the consultative review of the agency's student loan program provided by Weaver, L.L.P. Self-service enhancements and increased automation have been introduced to the borrower payment process. Additional features have been added to the Integrated Voice Response system, and the loan origination process has also seen increased automation. These efforts allow the office to improve customer satisfaction by handling loan activities in a timelier manner. Greater automation in the disbursement of funding to institutions has also been introduced, significantly reducing the time involved for financial aid offices and SFAP staff.

Agency Website Redesign

The agency collects, analyzes, reports, and publishes a vast amount of data and information that is made available to the public on its website. While the agency was fortunate to utilize a Bill and Melinda Gates Foundation grant in 2017 to support the creation of www.60x30TX.com to focus on data and information related to the state's higher education strategic plan, the agency's main website had not been updated for over 10 years due to lack of resources. Feedback from previous customer satisfaction surveys indicated that the agency's website is unwieldy, outdated, and difficult to navigate. In response, the agency established an internal website governance committee comprised of staff from each division/department to redesign the website using existing resources. The committee members worked with IT staff, as well as other key staff across the agency, to modernize the agency's main website and improve its content, functionality, and user-friendliness. The redesigned website was launched in May 2018.

Next Steps/Conclusion

Commissioner Harrison Keller was appointed by the Texas Higher Education Coordinating Board in October 2019. Among Commissioner Keller's priorities for the agency is instituting a strong focus on customer satisfaction and staff accountability. To help achieve this, Commissioner Keller overhauled the executive structure of the agency to place a strong focus on collaboration and being responsive to institutions and other customers. This included the creation of a Chief of Staff position to oversee and direct agency engagement with external stakeholders; a Deputy Commissioner for Data Analytics and Innovation to make agency data resources relevant and helpful to users; and a Deputy Commissioner for Academic Affairs and Workforce Education to engage 2-year and 4-year institutions on a wide array of academic and career and technical education policies and procedures. The Commissioner also appointed an Associate Commissioner for Development to expand collaboration with external funders and a Senior Director for Strategic Finance Policy to work with legislators and others on higher education funding.

Moving forward, Commissioner Keller and the THECB are committed to:

- expanding and deepening partnerships with and among institutions to support their efforts to increase student success, remove barriers to innovation, and elevate the

profile of Texas higher education;

- working in close consultation with the Governor, legislators, employers, K-12 public school administrators, funders, national organizations, and accreditors;
- working with institutions and state policymakers to inform development of ambitious, innovative Texas higher education policy; and
- improving agency communication and information sharing to stakeholders and the public.

In addition to these changes, SFAP has recently started an office-wide effort to capitalize on its improvements in customer response times to further improve overall customer satisfaction. Efforts targeted toward one-call resolution are underway, and the office continues to identify opportunities to introduce expanded self-service for borrowers, institutional financial aid offices, and students.

In conclusion, the Coordinating Board is dedicated to continuous improvement. The agency will continue to expand and strengthen its use of the CRAFT system to ensure timely responsiveness to inquiries and complaints, and to improve quality assurance. The agency also will continue to regularly review and follow-up on complaints and suggestions for customer service improvements submitted by survey respondents.

Appendix A: THECB Compact with Texans

Statement of Customer Service Principles:

The Texas Higher Education Coordinating Board (Coordinating Board) is committed to meeting the highest customer service standards. In this *Compact with Texans*, we reaffirm the Coordinating Board's commitment to professional service, responsiveness, effective communication, and follow-through with each of our customers. Our customers can expect Coordinating Board employees to be courteous, knowledgeable, and efficient when providing services. The Coordinating Board is dedicated to the continual improvement of service delivery, using customer comments to help improve services and minimize response times.

Standard response times for agency services are as follows:

- General information requests not requiring research and analysis are acknowledged and answered within one working day. Information requests that require either new data to be collected or existing data to be compiled in a new format may require additional days within which to respond.
- Information requests requiring research and analysis, as well as materials submitted for processing, are processed within 10 working days (or customers will receive notification of additional information needed to complete their request).
- On average, phone calls will be answered in less than two minutes, though peak periods may experience longer wait times.
- Academic and technical degree program proposals submitted by public institutions of higher education are deemed complete – unless otherwise indicated by staff – within five working days after receipt of the proposal.
- Doctoral program proposals are considered within one year following submission of a completed proposal.

Important items to note related to student loans:

- Payments are applied to loan accounts using an effective date of the day the funds are received. (Please note that it may take up to three days for this to be reflected on your account.)
- Loan applications require active processing by the borrower, the agency, and the institution where the student will be attending. Thus, borrowers should allow for at least 30 days between submitting a complete loan application and the delivery of the funds to the institution.
- Loan repayment program applications require active processing by the borrower, the agency, the borrower's employer, and the lender(s) holding the borrower's loan(s). Thus, loan repayment program applicants should allow for at least 30 days after the application deadline date for an eligibility determination to be made by the agency.

Procedure for Complaints Against the Coordinating Board:

An individual may file a complaint related to Coordinating Board activities or inquire about the agency's customer service policies, by submitting an inquiry through: <https://www1.thecb.state.tx.us/Apps/CRAFT/Home/Create>. They may also contact the agency's Customer Relations Representative at:

John Wyatt, Senior Director

Office of External Relations
Texas Higher Education Coordinating Board
P.O. Box 12788 Austin, Texas 78711
Telephone: 512-427-6111
Fax: (512) 427-6127
E-Mail: John.Wyatt@highered.texas.gov

Complaints and inquiries are entered into and maintained on an electronic tracking system and are assigned to the appropriate agency division personnel for resolution. When complaints are not resolved within 10 working days, the system notifies the customer service coordinator who intervenes to facilitate resolution, referring the matter to the appropriate assistant commissioner if necessary. Matters not able to be resolved by an assistant commissioner are forwarded to the Commissioner for resolution. For quality control, the customer service coordinator may follow up on complaints that have been resolved by a division.

Procedure for Student Complaints Against an Institution of Higher Education:

After exhausting the institution's grievance/complaint process, current, former and prospective students may initiate a complaint with the Coordinating Board by:

1. Completing the online student complaint form available through the Agency's "Contact Us" link at <https://www1.thecb.state.tx.us/Apps/CRAFT/Home/Create>; or by
2. Downloading and completing a .pdf version of the complaint form at <http://www.thecb.state.tx.us/links/student-complaints/> and either:
 - a. emailing it to StudentComplaints@thecb.state.tx.us; or
 - b. mailing it to the Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, Texas 78711-2788.

Forms submitted by fax are not accepted.

Complaints submitted regarding students with disabilities must be accompanied by a signed Authorization to Disclose Medical Record Information Form, available at <http://www.thecb.state.tx.us/links/student-complaints/>

Information Requests:

For information regarding financial aid services, contact Student Financial Aid Programs at 1-800-242-3062 (or 512-427-6340 if inside the Austin area).

For general public information, contact the Office of External Relations:

John Wyatt, Senior Director

Office of External Relations
Texas Higher Education Coordinating Board
P.O. Box 12788 Austin, Texas 78711

Telephone: 512-427-6111
Fax: (512) 427-6127
E-Mail: John.Wyatt@highered.texas.gov

For media inquiries and interview requests, contact the Office of External Relations:

Kelly Carper Polden, Assistant Director of Communications

Office of External Relations

Texas Higher Education Coordinating Board

P.O. Box 12788

Austin, Texas 78711

Telephone: 512-427-6119 (after-hour calls will be transferred to a cell phone)

Fax: 512-427-6127

E-Mail: Kelly.Polden@highered.texas.gov

Your feedback is important to us. Please take a moment to complete this [Customer Service Survey](#) and let us know how the Texas Higher Education Coordinating Board can better serve you.
Thank you.

Appendix B: Inventory of External Customers

The following table is an inventory of the Coordinating Board's external customers organized by the agency's budget goals and strategies listed in the 2020-2021 General Appropriations Act. The table also briefly describes the types of services provided.

Budget Strategy	Customers Served	Types of Services Provided
A.1.1. College Readiness & Success	High school and college students, parents, institutions of higher education, public high schools, education service centers, community-based organizations, state and federal agencies, business/industry	Provide activities and initiatives that focus on the relationship between public and higher education, the success of students in higher education, and the promotion of a college-going, career-ready culture in Texas. Fosters college access, preparation, participation, and completion of a higher education credential of value for all people that reside in Texas.
A.1.2. Student Loan Programs	Borrowers, co-signers, students, parents, institutions of higher education, faculty, teachers, dentists, physicians, peace officers, and mental health providers	Provide low-interest loans to students to help pay for college and loan repayment assistance for eligible recipients.
A.1.3. Financial Aid Services	Institutions of higher education, students, parents	Administer state and federal financial aid programs to help students pay for college.
A.1.4. Academic Quality & Workforce	Students, parents, institutions of higher education, state and federal agencies, business/industry, health organizations, physicians	Review and approve new academic and technical programs; administer grants; provide oversight of for-profit institutions for consumer protection; expand partnerships with and among institutions to support their efforts to increase student success, remove barriers to innovation, and elevate the profile of Texas higher education; work with institutions and state policymakers to inform

Budget Strategy	Customers Served	Types of Services Provided
		development of ambitious, innovative Texas higher education.
A.1.5. Strategic Planning & Funding	Institutions of higher education, researchers, business/industry, state and federal agencies, public high schools, legislators, governor's office, students and parents, community-based organizations	Provide comprehensive planning for higher education funding and success and the delivery of accessible, affordable, and quality higher education; provide the public with accurate and meaningful information on these topics; support and encourage the use of data to inform policy and practice; and administer programs effectively and efficiently.
A.1.6. Innovation & Policy Development	Researchers, institutions of higher education, public schools, community and business partners	Examine existing research and data to explore and propose visionary policy and novel ways of addressing key, long-term higher education issues, including financial aid and student debt, online education, alternative pathways to credentials, college completion, marketable skills, and best practices for incorporating learning technologies into higher education.
A.1.7. Oversight of For-Profit Institutions	Students, parents, for-profit institutions of higher education	Provide oversight of the state's private post-secondary educational institutions, including for-profit and nonprofit career colleges and schools and out-of-state institutions offering degrees in Texas, and works with

Budget Strategy	Customers Served	Types of Services Provided
		regional and national accrediting agencies to ensure that standards are maintained. Maintain a database of student transcripts for schools that close.
A.1.8. Fields of Study	Students, institutions of higher education (faculty)	Develop, in collaboration with faculty advisory committees, blocks of courses that may be transferred to a public university and must be substituted for that institution's lower-division requirements for the degree program into which a student transfers, and for which the student must receive full academic credit toward the degree program for which the block of courses transferred.
B.1.1. Central Administration	Agency staff & operations, students, parents, institutions of higher education, boards of regents/trustees, business/industry, media, legislators, governor, other elected officials, state (CPA, LBB, SAO) and federal agencies, researchers	Provide oversight and administration of all aspects of the agency; includes work performed by the Commissioner, Deputy Commissioners, General Counsel, Internal Audit and Compliance Monitoring, Human Resources, External Relations, and Financial Services.
B.1.2. Information Resources	Agency staff & operations	Partner with the agency's business and program areas in the delivery of business solutions, information services, cybersecurity, and continuous improvement to the agency and its stakeholders.
B.1.3. Facilities Support	Agency staff & operations	Support for overhead costs, such as building lease, facilities services, mail services, and copy services.

Budget Strategy	Customers Served	Types of Services Provided
C.1.1. TEXAS Grant Program	Students, institutions of higher education	Provide grants to academically prepared, financially needy students enrolled at public universities.
C.1.2. Texas BOT Program – Public	Students, institutions of higher education	Provide zero-interest loans that can be forgiven if a recipient graduates with a 3.0 or higher grade point average within four or five years (depending on the curriculum) or within six hours of the maximum number of hours required by the recipient's major. Legislature phased out this program, so this is only for renewal students enrolled at public universities.
C.1.3. Texas BOT Program – Private	Students, institutions of higher education	Provide zero-interest loans that can be forgiven if a recipient graduates with a 3.0 or higher grade point average within four or five years (depending on the curriculum) or within six hours of the maximum number of hours required by the recipient's major. Legislature phased out this program, so this is only for renewal students enrolled at private universities.
C.1.4. Tuition Equalization Program	Students, institutions of higher education	Provide grants to financially needy students enrolled at independent nonprofit institutions.
C.1.5. TEOG – Public Community Colleges	Students, institutions of higher education	Provide grants to financially needy students enrolled at public community colleges.
C.1.6. TEOG – Public State/Technical Colleges	Students, institutions of higher education	Provide grants to financially needy students enrolled at public state and technical colleges.

Budget Strategy	Customers Served	Types of Services Provided
C.1.7. Texas Work-Study	Students, institutions of higher education	Provide work-study grants to students enrolled at public and private institutions of higher education.
C.1.8. License Plate Scholarships	Students, institutions of higher education	Provide scholarships for financially needy students.
C.1.9. Educational Aide Program	Students, institutions of higher education	Reimburse institutions for tuition and fee exemptions provided to eligible educational aides who have financial need.
C.1.10. Texas Armed Services Scholarships	Students, elected officials, institutions of higher education	Provide conditional scholarships to encourage students to enter the military. Must be repaid if students don't fulfill their obligations.
C.1.11. Open Educational Resources (OER)	Students, faculty	Grants to faculty for development of OER materials and maintaining an OER repository.
D.1.1. Advise TX	Students, parents, institutions of higher education, public high schools (students, counselors, administrators)	Provide near-peer advisors on high school campuses to encourage students to apply for college and financial aid.
D.1.2. Developmental Education	Students, institutions of higher education	Support initiatives to improve the success of students in developmental education.
D.1.3. Student Completion Models	Students, institutions of higher education	Support scaling and enhancing comprehensive strategies and activities to increase college completion.
D.1.4. GenTX and P-16 Professional Development	Students, higher education/secondary school counselors and advisers	Support the completion of college and financial aid applications and promote a college-going culture.
D.1.5. GradTX	Returning adult students, institutions of higher education	Support the identification and recruitment of individuals with some college but no degree.
D.1.6. Texas Regional Alignment Networks	Institutions of higher education, ISDs	Support innovative and collaborative efforts between school districts and higher education partners within different regions of Texas

Budget Strategy	Customers Served	Types of Services Provided
D.1.7. TSIA Enhancement and Success	Students, institutions of higher education	Establish an online system for students to send and retrieve TSIA results.
E.1.1. Career/Technical Education	Students, institutions of higher education, business/industry	Federal program to support students entering technical education programs.
E.1.2. Teach for Texas Loan Repayment Program	Teachers	Provide student loan repayment support for up to five years on behalf of Texas public school teachers who provide full-time instruction in a subject having a critical shortage of teachers or at a campus having a critical shortage of teachers.
E.1.3. Math & Science Scholars Loan Repayment Program	Teachers	Provide student loan repayment support to teachers who demonstrated high academic achievement as math or science majors, to teach math or science in Texas public schools for eight years, the first four of which are at Texas public schools that receive federal funding under Title I.
E.1.4. Northeast Texas Initiative and TC3	UT Health Science Center Tyler and Texarkana College	Provide support to the Northeast Texas Initiative and Texas Community College Consortium (TC3), which is a higher education collaborative effort to bring a wide range of instruction and healthcare services to 50 rural Northeast Texas counties.

Budget Strategy	Customers Served	Types of Services Provided
E.1.5. Bilingual Education Program	Students, institutions of higher education	Provide tuition assistance to encourage students who enroll in an educator preparation program at seven eligible universities in the Dallas area to become certified teachers in bilingual education, English as a Second Language, or Spanish in school districts with high critical needs.
E.1.6. Peace Officer Loan Repayment Program	Peace officers	Provide loan repayment assistance to eligible peace officers across the state.
F.1.1. Family Practice Residency	Physicians	Provide financial incentives to improve the distribution of family physicians throughout the state and provide increased medical care to patients in underserved areas.
F.1.2. Preceptorship Program	Students, physicians	Provide support to Texas medical students to encourage them to choose primary care careers by offering an on-site experience in one of three primary care specialties: family practice, general internal medicine, or general pediatrics.
F.1.3. Graduate Medical Education Expansion	Medical students, institutions of higher education	Expand the number of first-year residency positions in Texas to help retain medical school graduates in the state.
F.1.4. Trauma Care Program	Medical students, hospitals, institutions of higher education	Provide support for partnerships between hospitals and graduate medical education programs to increase the number of emergency medicine and trauma care physician residents and fellows.

Budget Strategy	Customers Served	Types of Services Provided
F.1.5. Joint Admission Medical Program	Students, institutions of higher education, medical schools	Provide support for highly qualified, economically disadvantaged students interested in becoming physicians.
F.1.6. Professional Nursing Shortage Reduction Program	Students, institutions of higher education	Provide support to increase the number of graduates from professional nursing programs and the number of nursing faculty.
F.1.7. Physician Education Loan Repayment Program	Physicians	Provide student loan repayment support to encourage qualified physicians to practice medicine for at least four years in designated health professional shortage areas.
F.1.8. Mental Health Loan Repayment Program	Mental health providers	Provide student loan repayment support to encourage qualified mental health professionals to practice in a mental health professional shortage area.
F.1.9. Nursing Faculty Loan Repayment Program	Nurses, faculty	Provide student loan repayment support to improve access to nursing education programs by encouraging qualified nurses to serve as faculty at eligible institutions of higher education.
F.1.10. Child Mental Health Care Consortium	Children and youth with behavioral health needs, institutions of higher education, mental health care providers	Support the expansion of mental health care services for at-risk children and adolescents.
G.1.1. BCOM – UGME	Students, Baylor College of Medicine	Provide support for the education of Texas resident undergraduate medical students.
G.1.2. BCOM – GME	Medical students, Baylor College of Medicine	Provide support for the training of resident physicians.

Budget Strategy	Customers Served	Types of Services Provided
G.1.3. Tobacco Settlement Funds – BCOM – Permanent Endowment	BCOM	Provide support for programs that benefit medical research, health education, or treatment programs.
G.1.4. Tobacco Settlement Funds – BCOM – Permanent Health Fund	BCOM	Provide support for programs that benefit medical research, health education, or treatment programs.
H.1.1. Tobacco Earnings – Minority Health	Students, institutions of higher education	Provide support for research or educational programs that address minority health issues or that form partnerships with minority organizations, colleges, or universities to conduct research and educational programs to address minority health issues.
H.1.2. Tobacco Earnings – Nursing/Allied Health	Students, institutions of higher education	Provide grants to public institutions that offer upper-level instruction and training in nursing, allied health, or other health-related education.
I.1.1. Texas Research Incentive Program	Emerging research universities	Provide funding and incentives to support emerging public research universities in developing and maintaining programs of the highest tier.
I.1.2. Autism	Institutions of higher education, centers for the treatment of autism	Provide support to identify new and innovative ways to maximize the number of autistic children reached; support projects that use both established and innovative treatment models, expanding the reach from the classroom into children's homes.

Appendix C: Customer Satisfaction Survey

To better serve you, the Texas Higher Education Coordinating Board appreciates you taking the time to complete this survey.

Please note:

- For each of the following statements, select the one which most clearly reflects your answer. You may skip items that do not apply.
- This survey is anonymous and we do not collect information which allows for identification of individuals. *
- If you do not have any experience with an item, mark "N/A" or "Not Applicable".

How many times have you had contact with the THECB staff in the past 12 months?

☒ Once ☐ 2-5 ☐ 5 or more

Indicate how long you have interacted with this agency.

☒ 1 year or less ☐ 2-5 years ☐ 5 or more years

Which customer type would you consider yourself (mark only one):

- | | |
|---|---|
| <input type="radio"/> Business Entity | <input type="radio"/> Public Citizen |
| <input type="radio"/> Career College or School | <input type="radio"/> Public Higher Education Institution |
| <input type="radio"/> Community-Based Organization | <input type="radio"/> Public School District |
| <input type="radio"/> Educational Association | <input type="radio"/> Other Texas State Agency |
| <input type="radio"/> News Media | <input type="radio"/> Researcher |
| <input type="radio"/> Parent | <input type="radio"/> State or Federal Legislative Office |
| <input type="radio"/> Private Institution of Higher Education | <input type="radio"/> Student |

Indicate how strongly you agree or disagree with the following regarding the service you received and please skip those which do not apply:

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
If I visited the facility, it was clean and orderly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
If I interacted with staff, staff members were knowledgeable and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
If I interacted with staff, staff members were courteous and professional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

If requested, I received the information I needed to obtain services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
If I visited the website, it was easy to use, well organized, and contained accurate information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
If I filed a complaint, it was handled in a reasonable and timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
If I called, wrote, emailed, or made a request for services, it was handled in a reasonable and timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
If I received printed material, it provided thorough and accurate information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Overall, I am satisfied with my experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Provide any suggestions to improve the quality of our customer service:

Please do NOT include your full Social Security Number inside the issue description. If you have a question about the status of a new loan application, accounts in repayment, or deferments, please visit the [Contact Us page](#).

***If you would like staff to contact you, provide your name and email address below:**

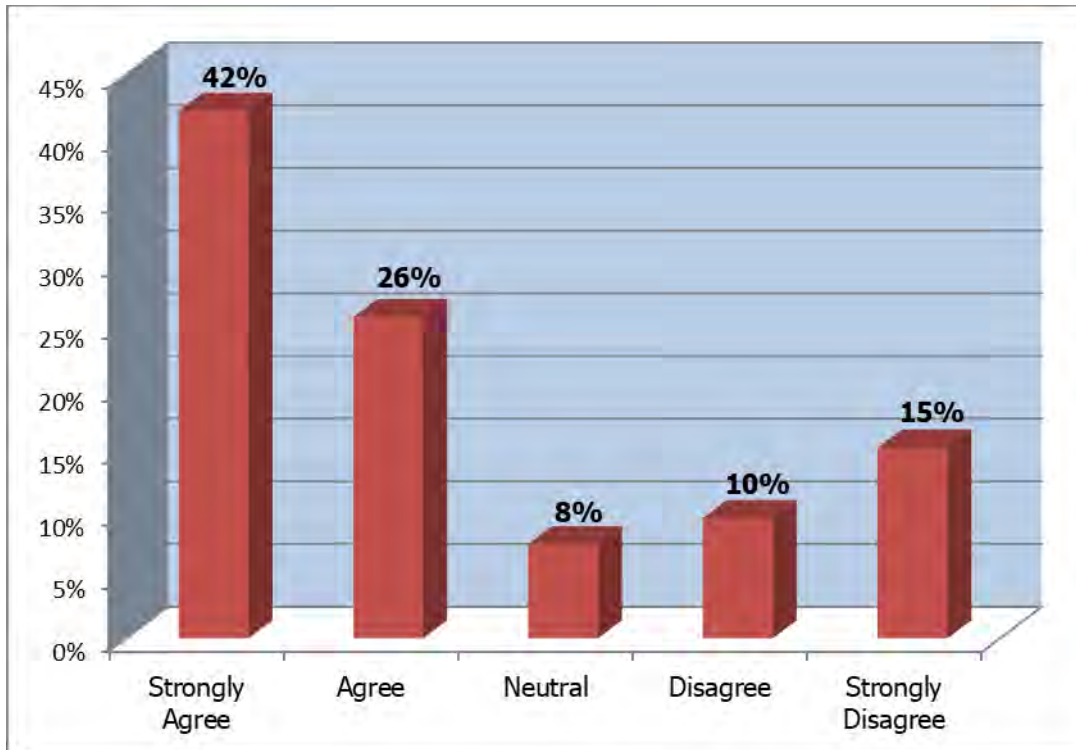
Name:

Email:

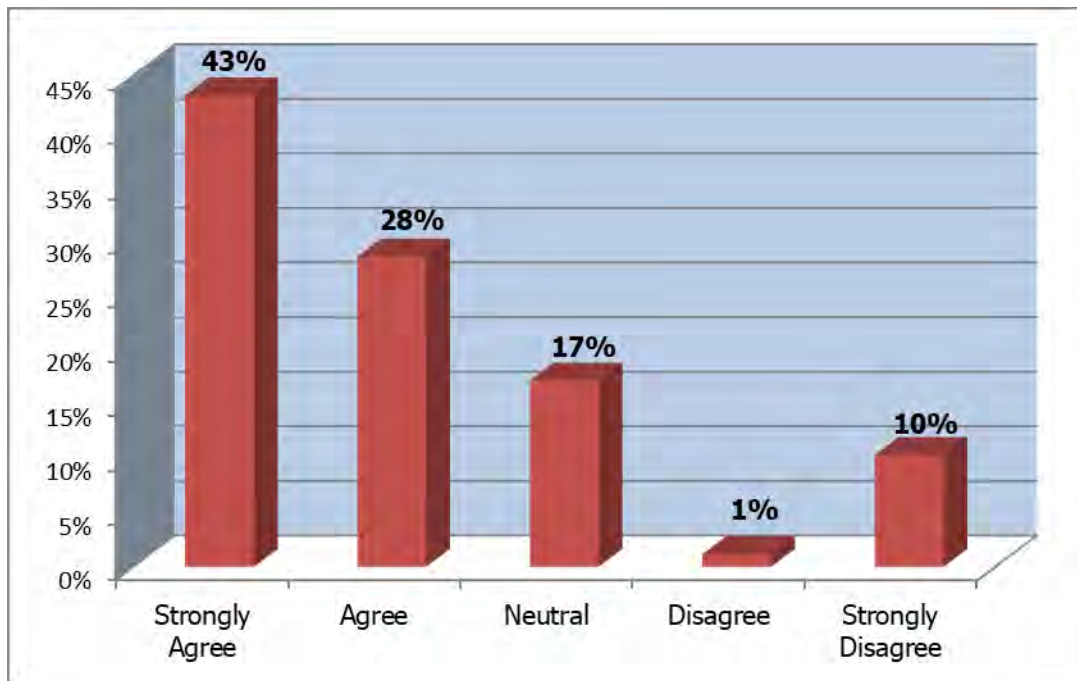
Appendix D: Charts of Customer-Determined Service Quality Elements

Below are charts detailing the levels of customer-determined service quality and other relevant information received, and each statutorily required customer service quality element (i.e., facilities, staff, communications, internet sites, complaint-handling processes, service timeliness, and printed information).

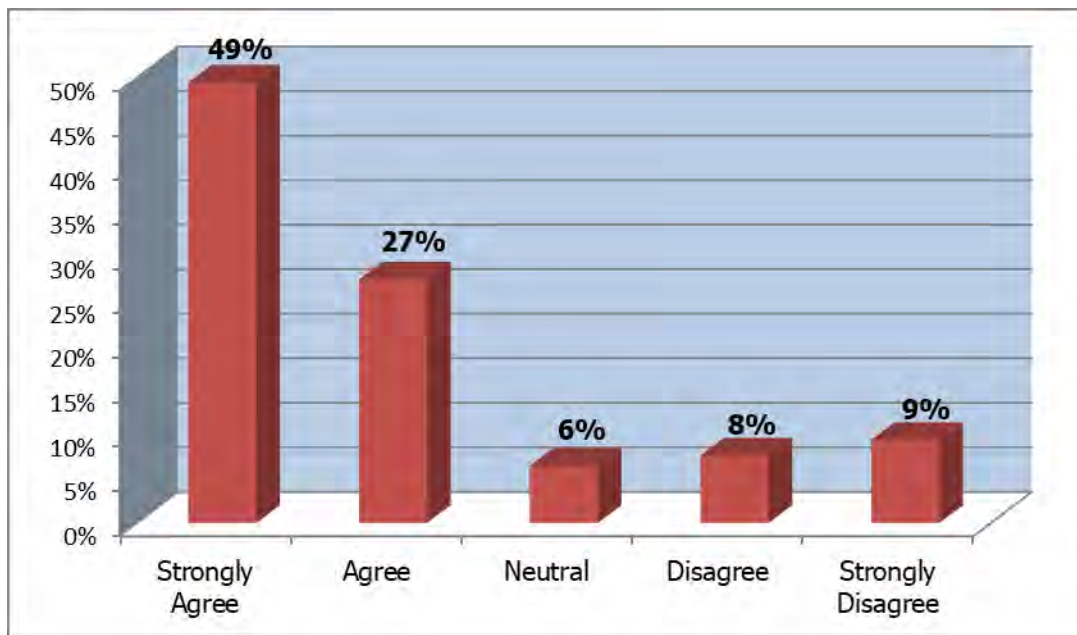
Overall Satisfaction – "Overall, I am satisfied with my experience."



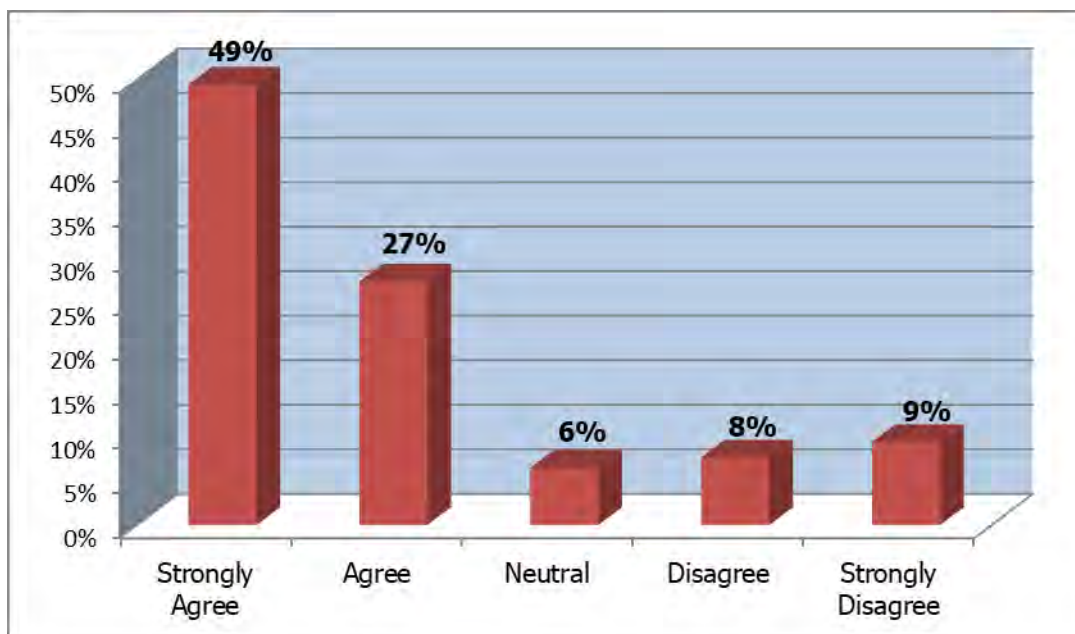
Facilities – "If I visited the facility, it was clean and orderly."



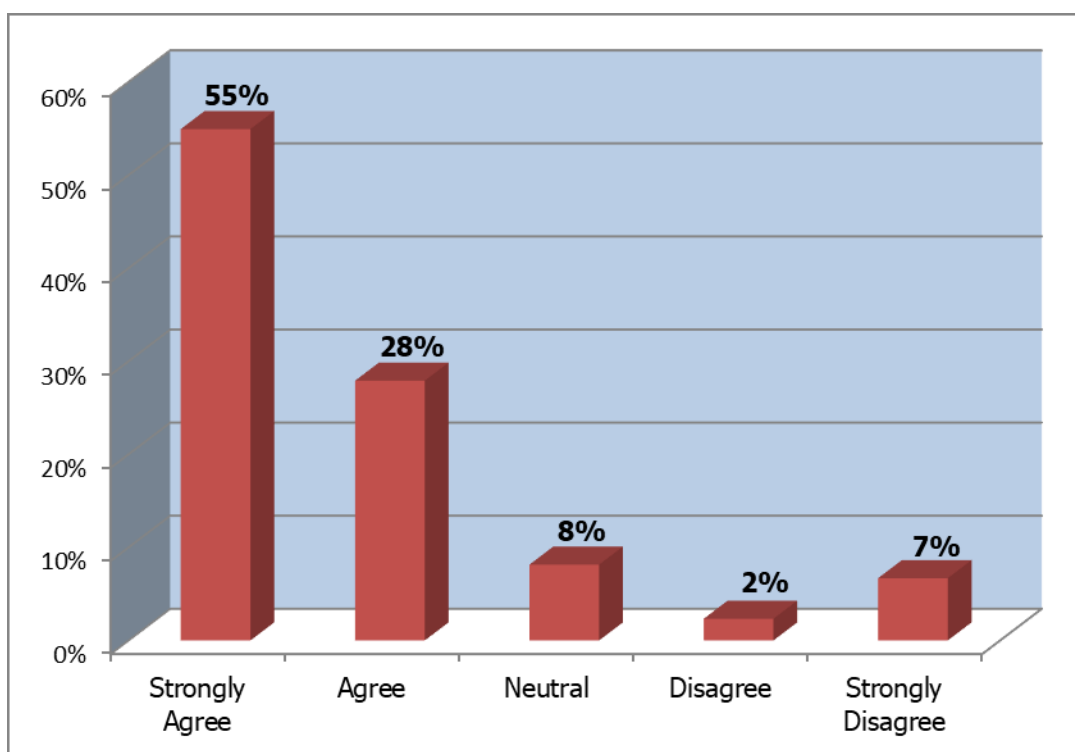
Staff Knowledge – "If I interacted with staff, staff members were knowledgeable and helpful."



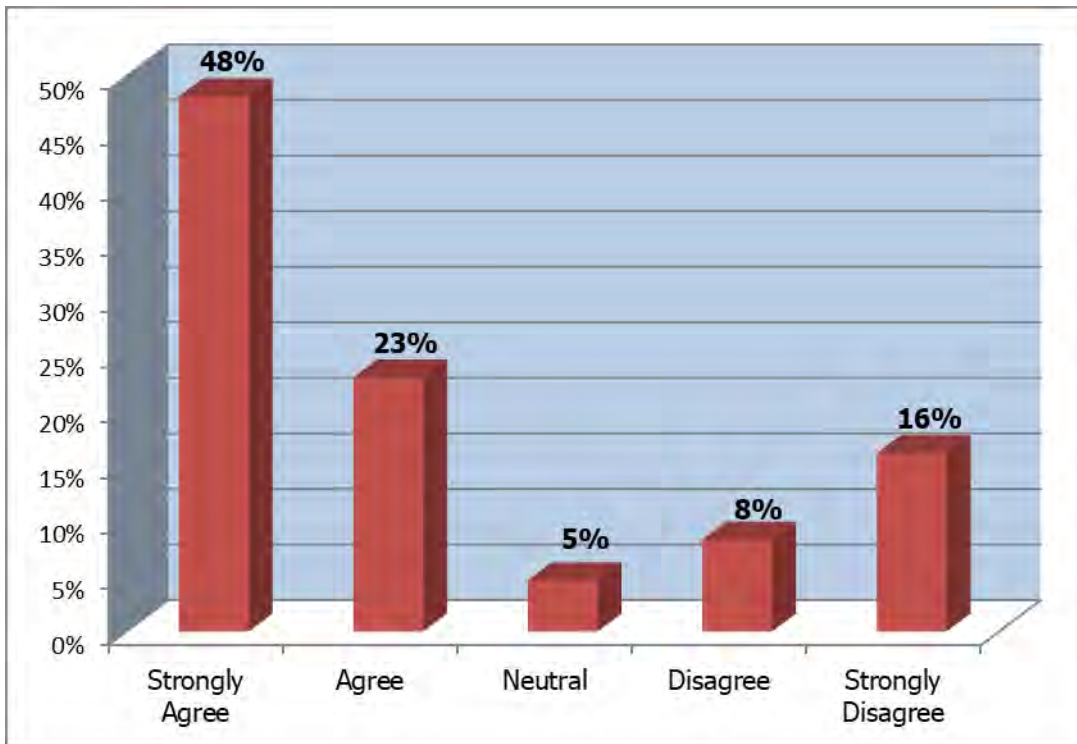
Staff Knowledge – "If I interacted with staff, staff members were knowledgeable and helpful."



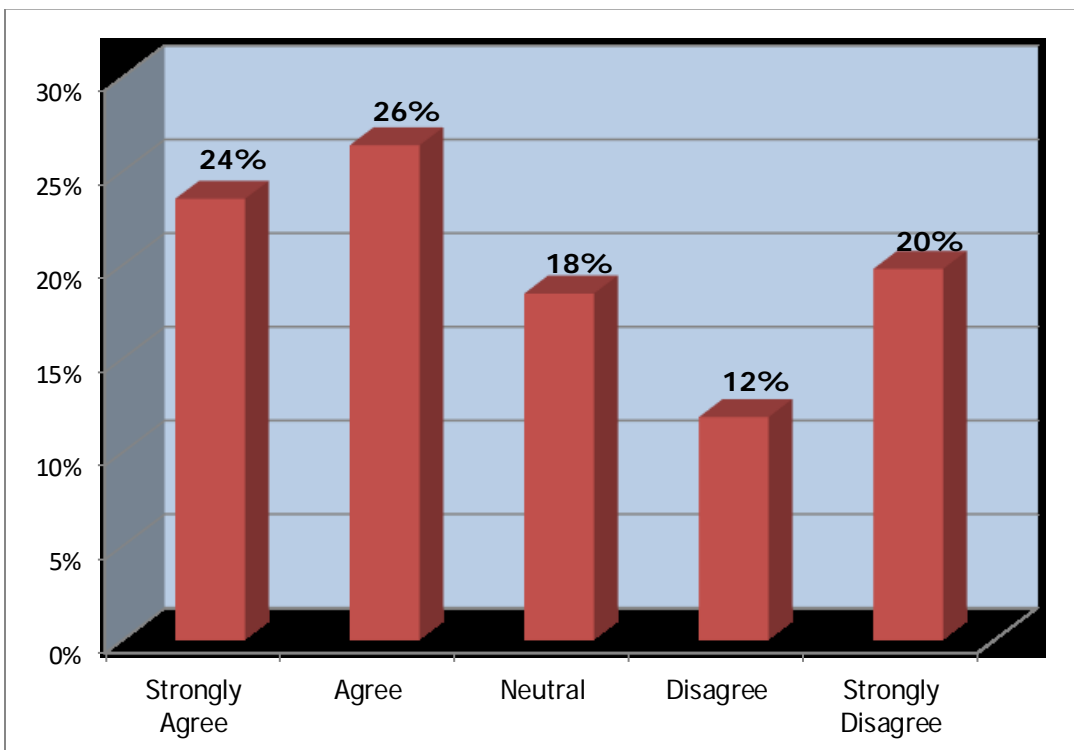
Staff Courtesy – "If I interacted with staff, staff members were courteous and professional."



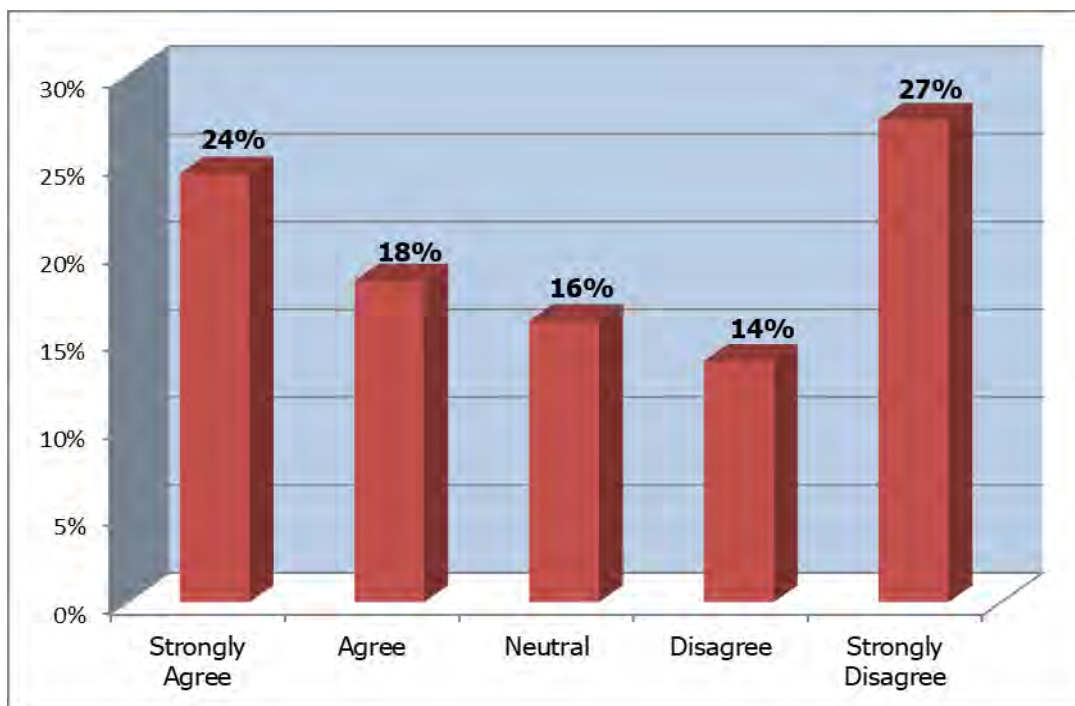
Received Information – "If requested, I received the information I needed to obtain services."



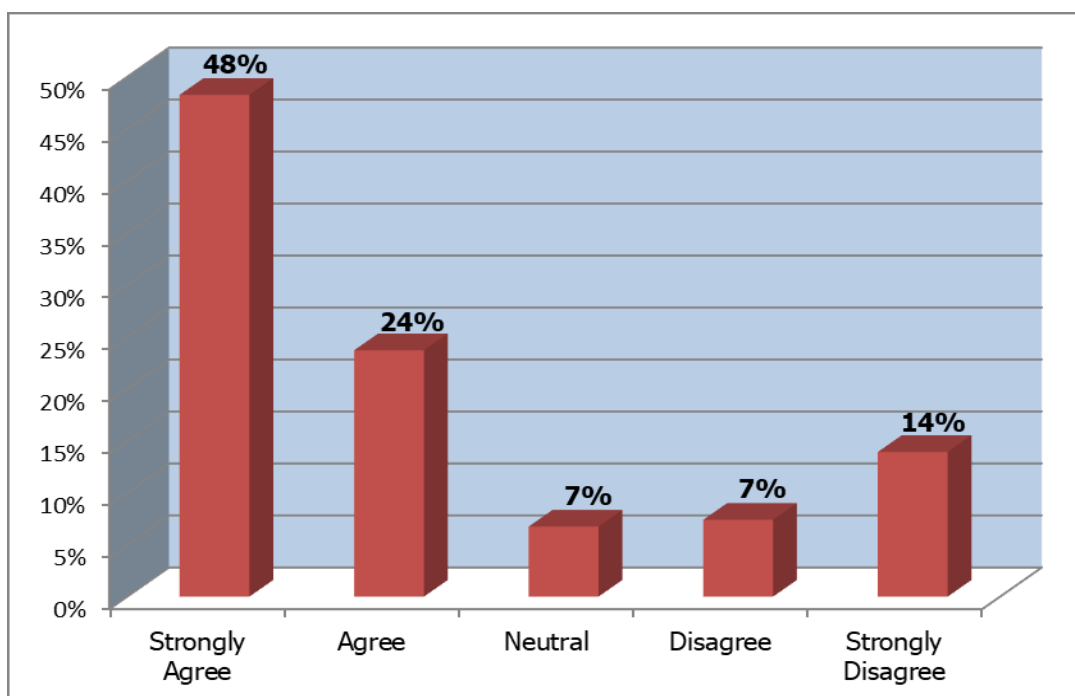
Website – "If I visited the website, it was easy to use, well organized, and contained accurate information."



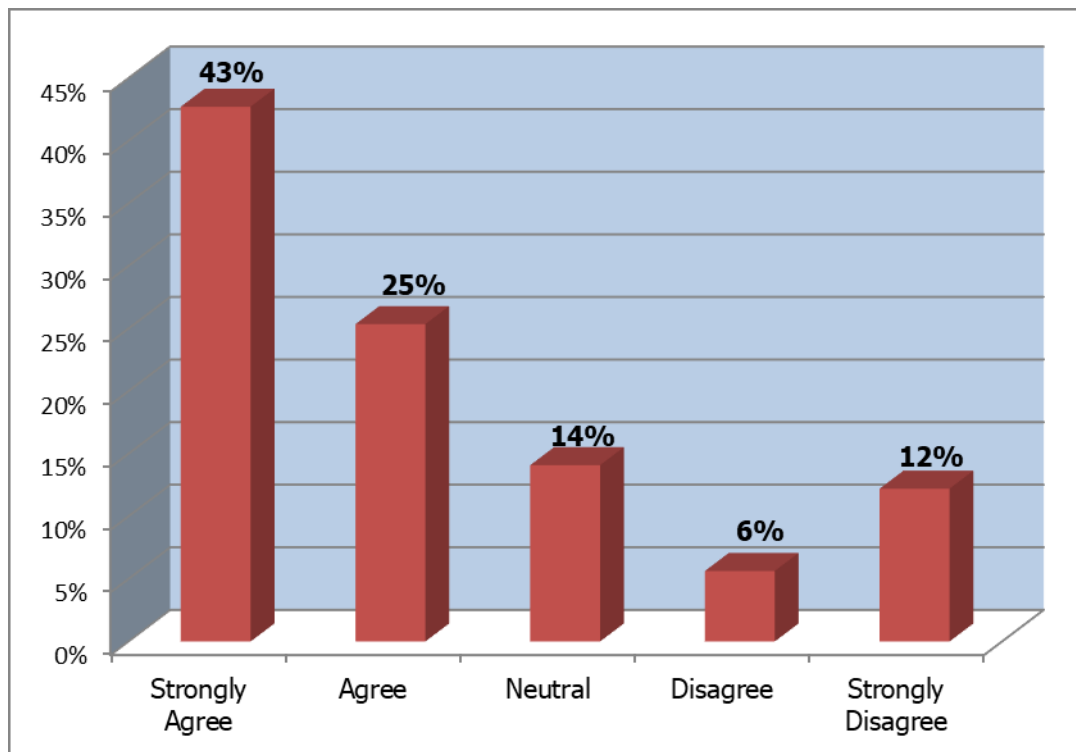
Complaints – "If I filed a complaint, it was handled in a reasonable and timely manner."



Request for Services – "If I called, wrote, emailed, or made a request for services, it was handled in a reasonable and timely manner."



Printed Material– "If I received printed material, it provided thorough and accurate information."



Appendix E: Customer Service Performance Measures for FY19 and Estimated FY20

Performance Measures	FY19 (Actual)	FY20 (Est)
<u>Outcome Measures:</u>		
Percentage of Surveyed Customer Respondents Expressing Overall Satisfaction with Services Received	62%	69%
Percentage of Surveyed Customer Respondents Identifying Ways to Improve Service Delivery	7%	11%
Percentage of Calls Abandoned in Borrower Services after 20-Second Threshold	4.9%	2.2%
Percentage of Calls Transferred in Borrower Services	4.2%	2.8%
<u>Output Measures:</u>		
Total Customers Surveyed	8,844	13,167
Total Customers Served (via CRAFT System)	8,844	13,167
Total Complaints Against the Agency (new)	10	5
Total Calls Received in Borrower Services	91,863	62,000
Average Speed to Answer Calls in Borrower Services	2:14 mins	1:30 mins
<u>Efficiency Measure:</u>		
Cost Per Customer Surveyed*	\$0	\$0
<u>Explanatory Measures:</u>		
Total Customers Identified	1.6M	1.6M
Total Customer Groups Inventoried	11	11

**Survey is available on the agency's website and emailed directly to every customer who submits a request under the "Contact Us" feature on the website.*

Appendix F: Customer Response Metrics for Student Financial Aid Programs

This table provides metrics and response time goals for the agency's Office of Student Financial Aid Programs.

	METRIC	AVERAGE RESPONSE TIME GOAL
Calls Received (Borrower, TFAIC, and FAS Institutional phone lines combined)	Average Speed of Answer	Less than 2 minutes
	Average Hold Time (after call is answered)	Less than 2 minutes
	Abandon Rate (after 20 seconds)	Less than 5%
	Transfer Rate	Less than 6%
CRAFT - Average Speed of Answer (All SFAP)	General Inquiries	Less than 1 business day
	Research/Processing Required	Less than 5 business days
Document Processing (Borrower Services unless otherwise noted)	Loan Payments	Less than 1 business day
	Customer Inquiries (FAS)	Less than 3 business days
	Loan Originations	Less than 3 business days
	Account Servicing	Less than 5 business days
	LRP Enrollment Applications	Less than 15 business days
	Loan Forgiveness (most recent document)	Less than 15 business days



This document is available on the Texas Higher Education Coordinating Board website:
<http://www.highered.texas.gov>.

For more information, contact:

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SUMMARY OF
**HIGHER EDUCATION
LEGISLATION**

87TH TEXAS LEGISLATURE, REGULAR SESSION

TEXAS HIGHER EDUCATION COORDINATING BOARD
OFFICE OF EXTERNAL RELATIONS
2021

TEXAS HIGHER EDUCATION COORDINATING BOARD

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Donna N. Williams, VICE CHAIR
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Midland
El Paso
Houston
Houston

Matthew B. Smith, STUDENT REPRESENTATIVE

Copperas Cove

Harrison Keller, COMMISSIONER OF HIGHER EDUCATION

Agency Mission

The mission of the Texas Higher Education Coordinating Board (THECB) is to provide leadership and coordination for Texas higher education and to promote access, affordability, quality, success, and cost efficiency through *60x30TX*, resulting in a globally competitive workforce that positions Texas as an international leader.

Agency Vision

The THECB will be recognized as an international leader in developing and implementing innovative higher education policy to accomplish our mission.

Agency Philosophy

The THECB will promote access to and success in quality higher education across the state with the conviction that access and success without quality is mediocrity and that quality without access and success is unacceptable.

The THECB's core values are:

Accountability: We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions, and aspirations.

Efficiency: We accomplish our work using resources in the most effective manner.

Collaboration: We develop partnerships that result in student success and a highly qualified, globally competent workforce.

Excellence: We strive for excellence in all our endeavors.

The Texas Higher Education Coordinating Board does not discriminate on the basis of race, color, national origin, gender, religion, age, or disability in employment or the provision of services.

Please cite this report as follows: Texas Higher Education Coordinating Board. (2021). Summary of Higher Education Legislation. Austin, TX.

SUMMARY OF
HIGHER EDUCATION LEGISLATION
87th TEXAS LEGISLATURE, REGULAR SESSION

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INTRODUCTION



The 87th Texas Legislature met for its Regular Session in 2021 amidst unprecedented circumstances. Legislators began the session grappling with how to address the unique challenges arising from the COVID-19 pandemic and its associated economic disruption. Winter Storm Uri only added urgency and complexity to the decisions facing legislators.

Going into the 2021 legislative session, the state's economic recovery had become a key priority for lawmakers. There were also important resource and policy issues impacting Texas students and institutions of higher education. Lawmakers recognized the importance of higher education to our state and invested in key supports for students and institutions, and innovative policies to help drive the state's long-term economic competitiveness and resiliency.

This session, legislators filed more than 7,300 bills and resolutions, and 1,181 became law.

This document provides a summary overview of key higher education legislation from the 87th Texas Legislature that ultimately became law. It includes an analysis of higher education funding included in Senate Bill (SB) 1, the General Appropriations Act for Fiscal Years (FYs) 2022-2023 and House Bill (HB) 2, the FY 2020-2021 supplemental appropriations bill. Due to the date of publication, it does not include any legislation adopted during special sessions of the 87th Legislature.

SUMMARY OF HIGHER EDUCATION FUNDING IN THE GENERAL APPROPRIATIONS ACT

2022-2023 BIENNIUM

During every regular legislative session, lawmakers must appropriate state funding for the coming biennium. The 87th Legislature passed two key pieces of appropriations-related legislation: SB 1, the General Appropriations Act (GAA), and HB 2, the supplemental appropriations bill.

SB 1 appropriated \$248.6 billion in All Funds for FY 2022-2023, a decrease of \$13.6 billion or 5.2% compared with FY 2020-2021. This decrease is primarily attributable to a \$15.5 billion decline in federal funding between the biennia. The FY 2022-2023 GAA appropriates \$116.4 billion in General Revenue (GR), an increase of \$6.1 billion or 5.5% compared with FY 2020-2021.

Overview of FY 2022-2023 General Revenue Budget

(in millions)

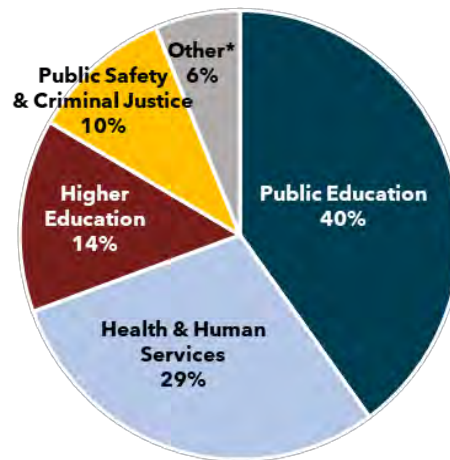
Article	FY20-21	FY22-23	Difference	Percent Difference
1 – General Government	\$3,977.4	\$4,064.3	\$86.9	2.2%
2 – Health & Human Services	\$33,629.6	\$34,291.4	\$661.8	2.0%
3 – Education	\$60,402.8	\$62,745.1	\$2,342.3	3.9%
<i>Public Education</i>	\$44,561.5	\$46,551.3	\$1,989.8	4.5%
<i>Higher Education</i>	\$15,841.3	\$16,193.8	\$352.5	2.2%
4 – Judiciary	\$553.8	\$551.6	(\$2.3)	(0.4%)
5 – Public Safety & Criminal Justice	\$11,869.5	\$12,055.0	\$185.5	1.6%
6 – Natural Resources	\$933.1	\$1,002.1	\$69.0	7.4%
7 – Business & Economic Development	\$520.9	\$490.1	(\$30.8)	(5.9%)
8 – Regulatory	\$367.8	\$301.7	(\$66.1)	(18.0%)
9 – General Provisions		\$456.8		
10 – Legislature	\$408.1	\$410.2	\$2.1	0.5%
House Bill 2	(\$2,393.4)			
Total	\$110,269.6	\$116,368.2	\$6,098.6	5.5%

Source: Legislative Budget Board

FY 2022-2023 budget highlights include the following:

- Full funding for provisions of HB 3 (86th Regular Session), including public education enrollment growth, and an additional \$464 million to fund “HB 3 clean up” legislation (HB 1525)
- Increased Teacher Retirement System (TRS) contribution rates
- \$8.4 billion in behavioral health funding across multiple state agencies
- \$123.5 million in additional funding for rural hospitals
- Salary increases for state law enforcement and correctional officers
- \$4.2 million to enhance the Public Utility Commission (PUC) and other Electric Reliability Council of Texas (ERCOT) oversight activities in response to Winter Storm Uri
- \$35.4 million for auditable voting machines and training for county election officials
- \$3 billion in federal funding for disaster recovery related to Hurricane Harvey

General Appropriations by Article
FY 2022-2023



* The Other category includes General Revenue appropriations for General Government, Judiciary, Natural Resources, Business & Economic Development, Regulatory, General Provisions, and Legislature.

In response to the COVID-19 crisis and its impact on the state’s economy, state agencies were directed to propose 5% reductions to their FY 2020-2021 budgets. House Bill 2, the supplemental appropriations bill, implements many of these reductions and includes the biennial settle-up for the Foundation School Program (FSP) and an exchange of federal Coronavirus Aid, Relief, and Economic Security (CARES) Act funding for allowable agency salary costs. Between these reductions and new funding for various public safety and infrastructure items, overall GR appropriations for FY 2020-2021 were reduced by a net total of \$5.1 billion. The bill also provides \$531.1 million in new funding from the Economic Stabilization Fund (ESF), or “Rainy Day Fund.”

Higher education related highlights from HB 2 include the following:

- \$123.7 million for Correctional Managed Health Care provided by health-related institutions
- \$271.2 million for the Texas Guaranteed Tuition Program
- \$60 million to the Texas Department of Emergency Management (TDEM) for up to eight regional storage and staging sites
- \$56.4 million to Texas Forest Service for natural disaster response
- \$45 million to Texas A&M University at Galveston for dock and other infrastructure improvements

FY 2022-2023 HIGHER EDUCATION FUNDING

The biennial All Funds budget for higher education decreased from \$24.3 billion in FY 2020-2021 to \$22.5 billion in FY 2022-2023, a decrease of \$1.8 billion or approximately 7.5%. This decrease is due to TDEM's receipt of \$2.7 billion in one-time COVID-19 federal funding in FY 2020-21. The GR budget for higher education increased from \$14.9 billion in FY 2020-2021 to \$15.7 billion in FY 2022-2023, an increase of \$792.8 million or approximately 5.3%.

FY 2022-23 General Revenue Appropriations for Higher Education

(in millions)

Sector	FY20-21	FY22-23 Art III	FY22-23 Art IX	FY22-23 Total	Difference	Percent Difference
General Academic Institutions/ System Offices	\$5,224.5	\$5,298.2	\$397.1	\$5,695.3	\$470.8	9.0%
Health Related Institutions	\$3,046.9	\$3,012.4	\$81.7	\$3,094.0	\$47.1	1.5%
A&M System Agencies	\$441.0	\$380.0	\$22.8	\$402.7	(\$38.3)	(8.7%)
Two Year Institutions	\$2,134.3	\$2,161.5	\$6.0	\$2,167.5	\$33.2	1.6%
THECB	\$1,563.5	\$1,810.7	\$5.4	\$1,816.2	\$252.7	16.2%
Higher Ed Group Insurance	\$1,412.3	\$1,423.1	-	\$1,423.1	\$10.8	0.8%
Optional Retirement Program	\$243.2	\$259.7	-	\$259.7	\$16.5	6.8%
Higher Education Fund	\$787.5	\$787.5	-	\$787.5	-	0.0%
Hazelwood Legacy Program	\$28.5	\$28.5	-	\$28.5	-	0.0%
Total	\$14,881.7	\$15,161.6	\$513.0	\$15,674.5	\$792.8	5.3%

Note: These amounts do not include the higher education portion of retirement or social security benefits, which are included in the SB 1 general revenue table at the beginning of the appropriations section of this report.

For institutions of higher education, the funding formulas represent the largest proportion of state support. Other institutional funding includes non-formula support items and certain research and capital funding. The FY 2022-2023 GAA includes the following formula funding provisions:

General Academic Institutions

The general academic institutions (GAI) Instruction and Operations (I&O) formula received an additional \$300 million in GR to account for growth, however the I&O rate still decreased to \$55.66 (from \$55.85) per weighted semester credit hour. SB 1 held the Infrastructure Support formula at the FY 2020-2021 rate of \$5.47 per predicted square foot.

State and Technical Colleges

For state and technical colleges, the I&O formula received an additional \$16.6 million in GR, increasing the rate for the Lamar State Colleges to \$7.20 (from \$5.12) per contact hour. The Texas State Technical College "Returned Value" formula received an additional \$7.6 million in GR, however the percentage decreased slightly to 35.9% (from 36.0%).

Community Colleges

For community colleges, SB 1 maintained the Core Operations funding at \$1.4 million per institution. While no new funding was added to increase formula rates, overall contact hours decreased, and \$86.5 million was reallocated from the Contact Hour formula to the Success Point formula. This resulted in an increased Contact Hour rate of \$2.84 (from \$2.72) and an increased Success Point rate of \$247.91 (from \$202.53).

In addition to this reallocation of funding, Success Point weights were adjusted as follows:

- Points per successful completion of first 30 semester credit hours increased from 1.0 to 1.5;
- Points per student transfer to a GAI increased from 2.0 to 3.0;
- Points per degree or certificate awarded in a field other than a critical field decreased from 2.0 to 1.2; and
- Points per degree awarded in a critical field increased from 2.25 to 3.25.

Health-Related Institutions

SB 1 appropriated an additional \$80 million in GR for health-related institutions (HRIs) to maintain most formula rates at FY 2020-2021 levels. HRI formula funding rates are as follows:

- Instruction and Operations (I&O): \$9,622 per full-time student equivalent;
- Infrastructure: \$6.14 per predicted square foot;
- Graduate Medical Education (GME): \$5,970 per medical resident; and
- Research Enhancement formula decreased to 1.17% from 1.18%.

Most Texas public health-related institutions now have mission specific funding formulas. GR funding for both the M.D. Anderson Cancer Center Operations formula and The University of Texas (UT) Health Science Center at Tyler Chest Disease Center formula was held to FY 2020-2021 appropriated amounts, resulting in rate decreases. While funding for the UT Medical Branch at Galveston's Health System Operations formula increased slightly due to the transfer of certain clinic funding from the UT Rio Grande Valley School of Medicine, its rate actually decreased from FY 2020-2021 levels due to an increase in patient encounters.

The Performance-Based Research Operations formulas created by the 86th Legislature for UT Southwestern, UT Health Science Center at Houston, and UT Health Science Center at San Antonio were held to FY 2020-2021 GR funding levels and made permanent. For FY 2022-2023, the Legislature reallocated certain special item funding to create a new Border Health Operations formula at the TTU Health Sciences Center at El Paso and new Performance-Based Research Operations formulas at the following institutions:

- Texas A&M University Health Science Center;
- University of North Texas Health Science Center at Fort Worth; and
- Texas Tech University (TTU) Health Science Center.

TEXAS HIGHER EDUCATION COORDINATING BOARD FUNDING

SB 1 included an important change to the Texas Higher Education Coordinating Board (THECB) budget through a restructuring of the agency's goals and strategies. Over the years, the THECB budget had grown to 54 separate strategies spread across nine different goals, creating administrative challenges and limiting agency flexibility.

For the FY 2022-2023 biennium, the THECB bill pattern now comprises 32 strategies across seven goals. Most of the agency's administrative strategies have been consolidated into a single "Agency Operations" strategy. Additional consolidations were made for the agency's college readiness and success programs and loan repayment programs. This restructuring will improve efficiency and provide greater capacity to respond to dynamic needs and priorities.

FY 2022-2023 Funding for Major THECB Programs

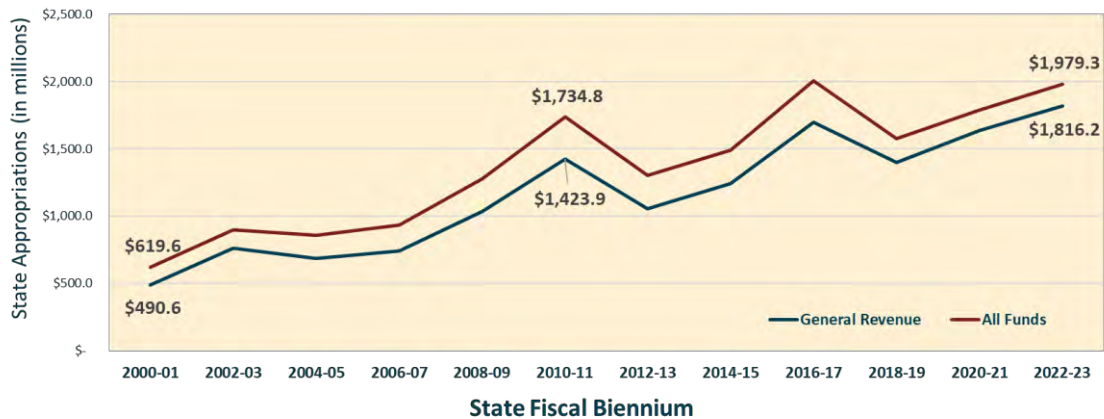
(in millions)

Program	FY20-21	FY22-23	Difference	Percent Difference
TEXAS Grants*	\$866.4	\$950.1	\$83.7	9.7%
TEOG – Community Colleges*	\$88.5	\$97.0	\$8.5	9.6%
TEOG – State/Technical Colleges*	\$7.5	\$8.2	\$0.7	9.6%
Tuition Equalization Grants*	\$178.6	\$195.8	\$17.2	9.6%
Graduate Medical Education Expansion	\$157.2	\$199.1	\$41.9	26.6%
Nursing Shortage Reduction Program	\$19.9	\$18.9	(\$1.0)	(5.0%)
Joint Admission Medical Program	\$10.2	\$9.7	(\$0.5)	(5.0%)
Child Mental Health Care Consortium	\$99.0	\$118.5	\$19.5	19.7%
Texas OnCourse	-	\$9.5	\$9.5	-

* Amounts listed for these programs include an estimated distribution of the additional \$110 million appropriated for the student financial aid programs.

THECB State Appropriations

FY 2000-2001 through FY 2022-2023



The THECB's All Funds appropriations increased from \$1.79 billion in FY 2020-2021 to \$1.97 billion in FY 2022-2023, an increase of \$184.8 million or approximately 10%. Most of this increase can be attributed to three major program areas:

- In addition to restoring the 5% reduction to the state's major need-based student financial aid programs (\$57.5 million), SB 1 provides an additional \$110 million for TEXAS Grants, Tuition Equalization Grants (TEG), and Texas Equal Opportunity Grants (TEOG). This funding is intended to maintain the same percentage of eligible students served compared to FY 2020-2021.
- SB 1 provides an additional \$48.6 million for Graduate Medical Education (GME) Expansion. This increase both restores the 5% reduction (\$6.7 million) to the program, and provides the funding needed to maintain the required 1.1 to 1 ratio of first-year residency positions to medical school graduates.

- SB 1 provides an additional \$10 million for the Texas Child Mental Health Care Consortium plus an estimated \$9.4 million in unexpended balances from the program in FY 2020-2021.

SB 1 also includes \$749,000 to fund the agency's upcoming move to the Capitol Complex, and \$9.5 million to reflect the transfer of the Texas OnCourse program from The University of Texas at Austin to the THECB.

State agencies and institutions of higher education must submit biennial budget proposals, known as Legislative Appropriations Requests (LAR), before the start of each legislative session. These proposals may include Exceptional Item Requests for additional funding for new or existing initiatives. For the 87th Legislature, the THECB requested five exceptional items totaling \$193.7 million. Including federal funding directed for two initiatives, funding was provided for each of the five exceptional items for a total of \$182.2 million.

FY 2022-2023 THECB Exceptional Item Requests

Exceptional Item	Request	Funding
Restoration of 5% Reductions	\$74.5 million	\$63.5 million (Student Financial Aid and GME Expansion)
Student Financial Aid	\$110 million	\$110 million (for TEXAS Grants, TEOG, and TEG)
GradTX – Reskilling & Upskilling	\$4 million	\$4 million from Governor's Emergency Education Relief Fund*
Data Security & Accessibility	\$4 million	\$4 million from Governor's Emergency Education Relief Fund*
Capitol Complex Move	\$1.2 million	\$749,000
TOTAL	\$193.7 million	\$182.2 million

* Funding for these items was allocated by Governor Abbott in June 2021 from the Governor's Emergency Education Relief (GEER) Fund. These amounts are not listed in the FY 2022-23 General Appropriations Act.

KEY RIDERS

SB 1 includes several changes or additions to riders in the THECB bill pattern. Riders are provisions included in the budget to provide specific instructions to agencies regarding the expenditure or collection of funds.

Student Loan Program (Rider 5). As requested by the agency, changes to this rider, which appropriates student loan program funds to the agency, allow the THECB to exclude full-time equivalents (FTEs) that are paid exclusively from this source of funding from the calculation of the agency's FTE cap.

Professional Nursing Shortage Reduction Program (Rider 27). As requested by the agency, changes to the rider for the Professional Nursing Shortage Reduction Program (NSRP) incorporate recommendations from the study required under the rider in FY 2020-2021, including consolidation of the three existing programs into a single program based on increases in graduates. The rider also requires the THECB to provide recommendations to the 88th Legislature on how to best incorporate quality metrics and weighting into the program.

AdviseTX Reporting Requirement (Rider 47). As requested by the agency, the annual reporting date for AdviseTX has been moved from October 1 to January 1. This change better aligns the reporting requirement with the THECB's quarterly meeting schedule.

Informational Listing: College Readiness and Success (Rider 52). As part of the THECB's budget restructure, this rider provides additional detail on new Strategy A.1.3, College Readiness and Success, and the allocation of funding for the programs included within it.

Texas OnCourse Program (Rider 53). As requested by the agency, this new rider reflects the transfer of Texas OnCourse from The University of Texas at Austin to the THECB and requires the agency to continue to expand the program and its offerings for educators, students, and parents. The rider also authorizes the agency to contract with the Texas Higher Education Foundation to potentially license or otherwise commercialize resources developed under the program.

GME Expansion Administration (Rider 54). This new rider requires the THECB to consider the timing of the GME Expansion grant application and award process, including the time needed for new residency positions to become accredited and to be included in the National Resident Matching Program's annual match process.

Contingency for SB 1888 (Rider 55). SB 1888 creates the Texas First scholarship program for early high school graduates. This associated rider requires the THECB to implement the program using funds appropriated to the Texas Education Agency (TEA) through the Foundation School Program. SB 1888 provides a process by which TEA will transfer such funds to the agency.

Informational Listing: Educational Loan Repayment Programs (Rider 56). As part of the THECB's budget restructure, this rider provides additional detail on new Strategy C.1.3, Educational Loan Repayment Programs, and the allocation of funding for the programs included within it.

Student Financial Aid (Rider 57). This new rider requires the THECB to allocate the additional \$110 million provided for student financial aid programs between TEXAS Grants, TEG, and TEOG.

ACADEMIC AFFAIRS

HB 33 **RELATING TO MEASURES TO FACILITATE THE AWARD OF POSTSECONDARY COURSE CREDIT LEADING TO WORKFORCE CREDENTIALING BASED ON MILITARY EXPERIENCE, EDUCATION, AND TRAINING AND TO PREPARE VETERANS FOR EMPLOYMENT IN CERTAIN INDUSTRIES**

Author: Dominguez

Sponsor: Zaffirini

HB 33 expands the requirement for public institutions of higher education to award a student course credit for completion of certain military training to include credit toward a certificate. The bill also requires the Texas Workforce Commission (TWC) to evaluate and post on its website programs of study or courses offered by career schools or colleges leading to industry-based certifications or other workforce credentials, for which skills obtained through military experience, education, and training frequently align. In determining whether to approve a career school or college, the TWC must require the school or college to award students course credit for skills that are aligned.

HB 33 also creates the Energy Industry Program for Veteran Professional Development to be developed and administered by the Texas Veterans Commission (TVC). The program shall provide assistance to veterans seeking a certification or training for employment in the energy industry. The TVC, in coordination with the General Land Office and Veterans' Land Board, shall conduct an outreach campaign to encourage veterans to participate in the program.

Code Reference: Amends Education Code 51.3041(b), and Labor Code 302.0031(a) and 302.0031(a)
 Adds Education Code 132.026 and 132.055(c), Government Code 434.027, and Labor Code 302.0031(i)

Effective Date: September 1, 2021

Appropriation: None

THECB Rulemaking: No

THECB Reporting Requirement: No

Lead THECB Division(s): Workforce Education

HB 700 **RELATING TO THE PREPARATION FOR ADULT LIVING PROGRAM AND OTHER SERVICES FOR FOSTER CHILDREN TRANSITIONING TO INDEPENDENT LIVING**

Author: Johnson, Jarvis

Sponsor: Zaffirini

HB 700 requires the Department of Family and Protective Services (DFPS) to address barriers for youth with disabilities to participate in the Preparation for Adult Living Program. The DFPS is directed to coordinate with the THECB to establish a work group to develop a plan to ensure foster youth who complete the standardized curriculum for the Preparation for Adult Living Program are eligible to receive college credit for completing the program. The work group must include representatives from urban and rural institutions of higher education. DFPS is required to share the plan with the Legislature by November 1, 2022.

Note: HB 700 makes additional changes that do not impact higher education and are not included in this summary.

Code Reference: Amends Family Code 264.121(a-6)
Effective Date: September 1, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): College Readiness and Success, Workforce Education

HB 885 **RELATING TO THE REQUIREMENTS FOR A COMMUNITY COLLEGE TO RECEIVE APPROVAL FROM THE TEXAS HIGHER EDUCATION COORDINATING BOARD TO OFFER BACCALAUREATE DEGREE PROGRAMS**

Author: Harris

Sponsor: Birdwell

HB 885 creates an exception from the taxable property valuation requirement that a community college district must meet to be eligible to offer a baccalaureate degree in nursing. The bill is bracketed to community colleges that have a taxable property valuation of at least \$4 billion and do not have a four-year institution of higher education located in a county in which the district is located.

Code Reference: Amends Education Code 130.307(b)
Adds Education Code 130.307(b-1)
Effective Date: June 15, 2021
Appropriation: None

THECB Rulemaking: Yes
THECB Reporting Requirement: No
Lead THECB Division(s): Academic and Health Affairs, Workforce Education

HB 981 **RELATING TO A STUDY BY THE TEXAS HIGHER EDUCATION COORDINATING BOARD ON THE FEASIBILITY OF ESTABLISHING A RELIGIOUS STUDIES PROGRAM AT TEXAS SOUTHERN UNIVERSITY**

Author: Dutton

Sponsor: Miles

HB 981 requires the THECB to conduct a study on the feasibility of establishing a religious studies program that offers bachelor's, master's, and doctoral degrees at Texas Southern University. The THECB shall submit to each legislative standing committee with primary jurisdiction over higher education and the board of regents of Texas Southern University a report on the results of the study by December 1, 2022.

Code Reference: Adds Education Code 61.06695
Effective Date: June 15, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: Yes
Lead THECB Division(s): Academic and Health Affairs, General Counsel

HB 3348 **RELATING TO THE NUMBER OF BACCALAUREATE DEGREE PROGRAMS CERTAIN PUBLIC JUNIOR COLLEGES MAY OFFER**

Author: Pacheco

Sponsor: Creighton

HB 3348 sets the number of baccalaureate programs that may be offered by an eligible community college at no more than five at any time. Previously, most eligible community colleges were limited to no more than three baccalaureate programs, with only four specific community colleges permitted to offer up to five.

Code Reference: Amends Education Code 130.306(a)
 Removes Education Code 130.306(b)

Effective Date: June 16, 2021

Appropriation: None

THECB Rulemaking: Yes

THECB Reporting Requirement: No

Lead THECB Division(s): Academic and Health Affairs, Workforce Education

HB 4202 **RELATING TO ACCESS BY AN INSTITUTION OF HIGHER EDUCATION TO THE TEXSHARE LIBRARY CONSORTIUM**

Author: Rose

Sponsor: West

HB 4202 would allow a federal work college (as defined by 20 U.S.C. Section 1087-58) to participate in the TexShare Library Consortium, a resource-sharing consortium operated by the Texas State Library and Archives Commission for libraries at institutions of higher education and for public libraries, libraries of nonprofit corporations, and other types of libraries. This change would allow Paul Quinn College to participate in the consortium.

Code Reference: Amends Education Code 441.221

Effective Date: September 1, 2021

Appropriation: None

THECB Rulemaking: No

THECB Reporting Requirement: No

Lead THECB Division(s): Digital Learning

SB 1227 **RELATING TO THE GRANTING OF UNDERGRADUATE COURSE CREDIT AT PUBLIC INSTITUTIONS OF HIGHER EDUCATION FOR CERTAIN SCORES ON EXAMINATIONS ADMINISTERED THROUGH THE COLLEGE-LEVEL EXAMINATION PROGRAM**

Author: Taylor

Sponsor: Metcalf

SB 1227 states that an institution of higher education may not require a score on the College-Level Examination Program examination greater than the minimum recommended by the American Council on Education in awarding course credit for a lower-division course. The act provides an exception if the institution's chief academic officer determines, based on

evidence, that a higher score is necessary to indicate that a student is sufficiently prepared for a more advanced course for which the lower-division course is a prerequisite.

The requirement applies to entering freshmen students at public institutions of higher education beginning with the 2022 spring semester.

Code Reference: Adds Education Code 51.968(c-2)

Effective Date: June 14, 2021

Appropriation: None

THECB Rulemaking: No

THECB Reporting Requirement: No

Lead THECB Division(s): Academic and Health Affairs

CAMPUS SAFETY AND POLICIES

SB 741 **RELATING TO THE CARRYING OR STORAGE OF A HANDGUN BY A SCHOOL MARSHAL**

Author: Birdwell

Sponsor: Sanford

SB 741 authorizes a school marshal at a public, charter, or private school or public junior college to carry a concealed handgun, in the manner provided by written regulations adopted by the school or college's governing body. Such regulations must provide that a school marshal may carry a concealed handgun on his or her person or possess the handgun on the premises in a locked and secured safe or other locked and secured location.

Code Reference: Amends Education Code 37.0811(c), (d), and (e)

Effective Date: September 1, 2021

Appropriation: None

THECB Rulemaking: No

THECB Reporting Requirement: No

Lead THECB Division(s): General Counsel

SB 1371 **RELATING TO THE REPORTING OF CERTAIN INCIDENTS OF SEXUAL HARASSMENT, SEXUAL ASSAULT, DATING VIOLENCE, OR STALKING AT CERTAIN PUBLIC OR PRIVATE INSTITUTIONS OF HIGHER EDUCATION**

Author: Huffman

Sponsor: Murphy

SB 1371 requires that, should an alleged victim of sexual harassment, sexual assault, dating violence, or stalking at an institution of higher education choose to make a report using a pseudonym, a report made by a campus peace officer shall state only the type of incident reported and shall not include the victim's name, phone number, address, or other identifying information.

Code Reference: Amends Education Code 51.252

Effective Date: June 6, 2021

Appropriation: None

THECB Rulemaking: No

THECB Reporting Requirement: No

Lead THECB Division(s): General Counsel

HEALTH RELATED

HB 1325 **RELATING TO THE PARTICIPATION OF THE MEDICAL SCHOOL AT THE UNIVERSITY OF HOUSTON AND THE COLLEGE OF OSTEOPATHIC MEDICINE AT SAM HOUSTON STATE UNIVERSITY IN THE JOINT ADMISSIONS MEDICAL PROGRAM**

Author: Coleman

Sponsor: Miles

HB 1325 makes the University of Houston medical school and the College of Osteopathic Medicine at Sam Houston State University eligible for the Joint Admissions Medical Program (JAMP).

Code Reference: Amends Education Code 51.821(4)

Effective Date: May 15, 2021

Appropriation: HB 1325 makes no appropriation. SB 1 includes \$9.7 million for JAMP.

THECB Rulemaking: No

THECB Reporting Requirement: No

Lead THECB Division(s): Academic and Health Affairs

HB 2509 **RELATING TO MEASURES TO SUPPORT OR ENHANCE GRADUATE MEDICAL EDUCATION FOR THE PRACTICE OF PODIATRIC MEDICINE IN THIS STATE**

Author: Lucio, III

Sponsor: Hinojosa

HB 2509 expands the definition of “graduate medical education program” to include a nationally accredited post-doctor of podiatric medicine (DPM) program that prepares podiatrists for independent practice in the specialty area of podiatry. This could qualify such programs for participation in graduate medical education grant programs authorized under Education Code Chapter 58A.

Code Reference: Amends Education Code 58A.001(5)

Effective Date: June 14, 2021

Appropriation: None

THECB Rulemaking: Yes

THECB Reporting Requirement: No

Lead THECB Division(s): Academic and Health Affairs

SB 1251 **RELATING TO AUTHORIZING OF JOINT DEGREES FOR CERTAIN GRADUATE PROGRAMS OF THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON AND THE UNIVERSITY OF TEXAS M.D. ANDERSON CANCER CENTER**

Author: Miles

Sponsor: Johnson, Ann

SB 1251 allows the board of regents of The University of Texas System to offer certain joint graduate degree programs at The University of Texas Health Science Center at Houston and The University of Texas M.D. Anderson Cancer Center. Such programs must be separately established at the health science center and related to the broad fields encompassed in population and public health. The consolidated degree programs would be subject to THECB review and approval.

Code Reference: Amends Education Code 73.102(b)

Effective Date: May 28, 2021

Appropriation: None

THECB Rulemaking: No

THECB Reporting Requirement: No

Lead THECB Division(s): Academic and Health Affairs

SB 1856 **RELATING TO CERTAIN VOCATIONAL NURSING STUDENTS PROVIDING ESSENTIAL SERVICES DURING A DECLARED STATE OF DISASTER**

Author: Powell

Sponsor: Klick

SB 1856 declares that the services provided by a Licensed Vocational Nursing student in a licensed facility are allowed at all times in this state, including during a declared state of disaster. It allows a licensed facility to require a student to comply with the facility's policies regarding health screenings or the use of personal protective equipment, and to condition the student's provision of services on compliance with its policies.

Code Reference: Adds Health and Safety Code, Chapter 242, Subchapter T

Effective Date: September 1, 2021

Appropriation: None

THECB Rulemaking: No

THECB Reporting Requirement: No

Lead THECB Division(s): Workforce Education

FINANCIAL AID

HB 1259 **RELATING TO THE RURAL VETERINARIAN INCENTIVE PROGRAM**

Author: Darby

Sponsor: Seliger

HB 1259 transfers the administration of the rural veterinarian incentive program from Texas A&M University to the Texas Animal Health Commission (TAHC). The program allows veterinarians in rural areas to receive funds to reduce their student loan debt through the rural veterinarian incentive program if funding is made available. Financial support to a program participant is dependent on satisfying certain conditions and a participant must repay the amount of the financial support if the participant does not satisfy the conditions. A person enrolled as a student in an accredited college of veterinary medicine located out of state may apply to the rural veterinarian incentive program if the student graduated from a Texas high school or general academic institution. The THECB administers the program account to aid in the repayment of student loans for eligible veterinarians who apply and qualify for assistance under the rules of the Texas Animal Health Commission. The bill also expands the rural veterinarian incentive program committee to include representation from each university system with an accredited college of veterinary medicine, appointed by the board of regents of each university system.

Code Reference: Adds Education Code, Chapter 56, Subchapter G and Chapter 61, Subchapter OO
Transfers Education Code, Sections 88.621 through 88.6276 to Chapter 56, Subchapter G, and Chapter 61, Subchapter OO
Repeals Education Code Chapter 88, Subchapter I

Effective Date: September 1, 2021

Appropriation: No funding was appropriated. A contingency rider was adopted to authorize the THECB and TAHC to use funds in the account for administration of the program. The account may accept private gifts and donations.

THECB Rulemaking: No

THECB Reporting Requirement: No

Lead THECB Division(s): Student Financial Aid Programs

SB 702 **RELATING TO THE CONTINUATION AND FUNCTIONS OF THE PREPAID HIGHER EDUCATION TUITION BOARD**

Author: Paxton

Sponsor: Paddie

SB 702 is the Prepaid Higher Education Tuition Board's sunset legislation. The Prepaid Higher Education Tuition Board administers tax-advantaged prepaid college tuition and savings plans and programs created by the Education Code, Chapter 54. The board falls within the Office of the Comptroller of Public Accounts.

The legislation follows the Sunset Advisory Commission's recommendations regarding the continuation and functions of the board through September 1, 2033. It amends provisions regarding board member training and complaint tracking and authorizes the board to appoint advisory committees in rule, as necessary.

Code Reference: Amends Education Code 54.603, 54.610, 54.617(e)
Adds Education Code 54.6181
Effective Date: September 1, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): N/A

SB 1019 **RELATING TO A REQUIREMENT FOR THE TEXAS HIGHER EDUCATION COORDINATING BOARD TO REPORT CERTAIN STUDENT LOAN DATA**

Author: Zaffirini

Sponsor: Turner, John

SB 1019 requires the THECB to include in its annual Report on Student Financial Aid in Texas certain data regarding student loan borrowers. Specifically, the report must include a breakdown of student loan data disaggregated by race/ethnicity, sex, degree type, and enrollment status. The THECB is to include an explanation of any limitation on the scope and the accuracy of the data in the report.

Code Reference: Adds Education Code 61.07764
Effective Date: September 1, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: Yes
Lead THECB Division(s): Student Financial Aid Programs

SB 1860 **RELATING TO CREATING AN ELECTRONIC APPLICATION SYSTEM FOR STATE STUDENT FINANCIAL ASSISTANCE**

Author: Powell

Sponsor: Neave

SB 1860 changes the existing statutory requirement that the THECB make available an electronic version of the Texas Application for State Financial Aid (TASFA) for applications submitted for the 2022-2023 academic year. Specifically, the act delays the implementation of the requirement to the 2023-2024 academic year to align with a change in federal financial aid applications to take place that year.

Code Reference: Amends Section 2, Chapter 801 (HB 2140), Acts of the 86th Legislature, Regular Session
Effective Date: September 1, 2021
Appropriation: None
THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): College Readiness and Success

SB 1888**RELATING TO THE ESTABLISHMENT OF CERTAIN PROGRAMS TO FACILITATE EARLY HIGH SCHOOL GRADUATION AND ENROLLMENT AT PUBLIC INSTITUTIONS OF HIGHER EDUCATION**

Author: Creighton

Sponsor: Parker

SB 1888 establishes the Texas First Early High School Completion Program, to allow public high school students who demonstrate early readiness for college to graduate early from high school, and the Texas First Scholarship, to provide financial aid for students who graduate through the program. The purpose of these programs is to promote efficiency in the state public education system and incentivize the enrollment of high-performing students at eligible institutions.

The TEA, in consultation with the THECB, shall establish the Texas First Early High School Completion Program. The THECB, in consultation with TEA and institutions, will establish the standards for determining early readiness for college. A student who earns a high school diploma through the program is considered to have earned a distinguished level of achievement and may apply for admission to an institution of higher education for the first semester after he or she earns a diploma through the program. School districts and open-enrollment charter schools are required to inform entering students regarding this option, and TEA and the THECB will post on their websites a publication for informing students.

The THECB will establish the Texas First Scholarship Program. To be eligible for an award, a student must be a resident of Texas as determined by THECB rules, have graduated early from high school under the Texas First Early High School Completion Program, and comply with certain financial aid application requirements. A student who graduates from high school two or more semesters early receives a credit equal to the maximum annual TEXAS grant award for the applicable academic year. A student who graduates less than two semesters early receives a credit for half that amount. The credit may be used at any Texas research or emerging research university toward the student's costs of attendance and expires at the end of the first academic year after graduation.

The THECB is required to submit an annual report to the commissioner of education regarding state credit awarded under the program during the preceding academic year.

Code Reference: Amends Education Code 28.0253

Adds Education Code 48.2642

Effective Date: September 1, 2021

Appropriation: Yes

THECB Rulemaking: Yes

THECB Reporting Requirement: Yes

Lead THECB Division(s): College Readiness and Success

FUNDING

SB 480 **RELATING TO THE STUDENT UNION FEE AT THE UNIVERSITY OF HOUSTON**

Author: Miles

Sponsor: Coleman

SB 480 expands the purposes for which the University of Houston may expend funds collected through the Student Union Fee to include providing programming at the student union building. The authors and University of Houston witnesses indicated that the legislation would assist the institution in providing increased mental health services to students.

Code Reference: Amends Education Code 54.526(a)

Effective Date: June 7, 2021

Appropriation: None

THECB Rulemaking: No

THECB Reporting Requirement: No

Lead THECB Division(s): Funding

SB 959 **RELATING TO STUDENT SUCCESS-BASED FUNDING RECOMMENDATIONS FOR CERTAIN CONTINUING WORKFORCE EDUCATION COURSES OFFERED BY PUBLIC JUNIOR COLLEGES**

Author: Zaffirini

Sponsor: Romero

SB 959 requires the THECB, in making its biennial recommendations to the Legislature regarding community college Student Success Point funding, to include success measures achieved by students in qualified continuing workforce education courses. This is to be done in the manner and to the extent the board considers appropriate and in consultation with community colleges.

A continuing workforce education course is considered qualified if it is consistent with the role and mission of a public junior college and prepares students with skills necessary to attain workforce credentials or employment in a specific high-demand occupation – regardless of whether the course is part of a recognized sequence of courses that requires a specific number of contact hours or leads to a certificate or degree.

Code Reference: Adds Education Code 61.0593(f-1)

Effective Date: September 1, 2021

Appropriation: None

THECB Rulemaking: Yes

THECB Reporting Requirement: No

Lead THECB Division(s): Funding

SB 1102 **RELATING TO THE ESTABLISHMENT OF THE TEXAS RESKILLING AND UPSKILLING THROUGH EDUCATION INITIATIVE TO SUPPORT WORKFORCE EDUCATION AT PUBLIC JUNIOR COLLEGES**

Author: Creighton

Sponsor: Parker

SB 1102 establishes the Texas Reskilling and Upskilling Through Education (TRUE) Program as a new grant administered by the THECB. The purpose of TRUE is to make grant awards to eligible entities for creating, redesigning, or expanding workforce training programs that lead to industry certifications or other workforce credentials in high-demand occupations and create pathways to employment. Eligible recipients are Texas public community, state, and technical colleges, as well as institutions, local chambers of commerce, trade associations, or economic development corporations that partner with these institutions.

In making awards, the THECB shall, to the greatest extent practicable, award at least one grant in each region of the state and ensure that awarded programs match regional workforce needs, are supported by a labor market analysis, and do not duplicate existing program offerings except as necessary to accommodate demand. A grant may be used only for the support of educational and general activities that promote workforce learning, including: developing new or redesigning existing certifications and certificate programs that can be completed in six months or less; increasing "stackable" certifications and credentials in high-demand occupations; providing student aid awards; and tracking and reporting student enrollment, credential completion, and employment outcomes.

The bill also requires the THECB to identify new high-demand credentials needed for high-demand occupations, to establish the collection and reporting of data concerning these credentials, and to include consideration of such credentials in its biennial formula funding recommendations the Legislature.

The THECB is required to implement the act only if the Legislature appropriates money specifically for this purpose.

Code Reference: Adds Education Code, Chapter 61, Subchapter T-2
Effective Date: June 14, 2021
Appropriation: None

THECB Rulemaking: Yes
THECB Reporting Requirement: No
Lead THECB Division(s): Workforce Education

SB 1230 **RELATING TO ESTABLISHING THE TEXAS COMMISSION ON COMMUNITY COLLEGE FINANCE**

Author: Taylor

Sponsor: Pacheco

SB 1230 establishes the Texas Commission on Community College Finance to make recommendations to the 88th Legislature regarding state formula funding and funding levels for public junior colleges. In making recommendations, the commission shall examine trend and forecast data, seek stakeholder input, and account for equity in student outcomes. The commission may examine and make recommendations on other policy and finance matters, including workforce demand and skills gaps, dual credit programs and costs, variation

between taxing districts and services areas, student graduation, transfer, and success metrics, and the relationship between economic cycles and student enrollment.

The 12 members of the commission are to be appointed by the governor (4), the lieutenant governor (3), the speaker of the House (3), the board of the Texas Association of Community Colleges (1), and the board of the Community College Association of Texas Trustees (1). The governor shall designate the presiding officer of the commission.

The commission may seek support from the THECB, the Texas Association of Community Colleges, and research organizations. It may also accept gifts, grants, and donations to carry out its functions. The commission's final report and recommendations are due no later than November 1, 2022.

Code Reference: Adds Education Code 130.1305
Effective Date: September 1, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): Funding

SB 1295 **RELATING TO STATE SUPPORT FOR COMPREHENSIVE REGIONAL UNIVERSITIES IN THIS STATE**

Author: Creighton

Sponsor: Morrison

SB 1295 provides for an outcomes-based funding model for comprehensive regional universities, identified in the bill as institutions of higher education designated as comprehensive, doctoral, or master's universities under the THECB accountability system.

The act provides that, subject to the availability of appropriations, an eligible institution is entitled to receive both a base amount of \$500,000 (or greater if provided by appropriation) and \$1,000 (or greater if provided by appropriation) for each at-risk student awarded a degree by the institution, based on the average of the three state fiscal years preceding the relevant biennium. An "at-risk student" is defined as an undergraduate student who scored below the national mean on the SAT or ACT assessments or has previously received a federal Pell Grant.

The THECB, in consultation with a representative group of eligible institutions, is directed to conduct a study to determine the method of funding's effectiveness in allocating state funds fairly and equitably and promoting student success at eligible institutions. The report is due to the governor and Legislative Budget Board no later than September 1, 2022.

Code Reference: Amends Education Code 62.003(1)
Adds Education Code, Chapter 62, Subchapter I
Effective Date: September 1, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: Yes
Lead THECB Division(s): Funding

SB 1531 **RELATING TO FORMULA FUNDING FOR EXCESS UNDERGRADUATE CREDIT HOURS AT PUBLIC INSTITUTIONS OF HIGHER EDUCATION AND TO THE TUITION RATE THAT MAY BE CHARGED FOR THOSE CREDIT HOURS**

Author: West

Sponsor: Turner, Chris

SB 1531 amends statutes regarding limitations on the number of semester credit hours (SCHs) an undergraduate student may take in excess of degree requirements. The legislation adds a new requirement that a student who is in excess of 15 SCHs beyond an associate degree's requirements could be charged an additional amount of tuition not to exceed the nonresident tuition rate. Existing statute applies a similar limitation of 30 SCHs for baccalaureate students. For this purpose, a student not enrolled in a degree program is considered to be in a baccalaureate program.

The act also provides that an institution of higher education may not receive state formula funding for SCHs generated beyond the excess-hour threshold for an associate degree. Baccalaureate degrees were already subject to this requirement.

The changes in the legislation apply for students first enrolling in an associate degree program for the 2023 fall semester or later.

Code Reference: Amends Education Code 54.014 and 61.0595(a) and (b)
Effective Date: September 1, 2021
Appropriation: None

THECB Rulemaking: Yes
THECB Reporting Requirement: No
Lead THECB Division(s): Funding

INSTITUTIONAL/GOVERNANCE CHANGES

HB 1522 **RELATING TO THE TRANSFER OF MIDWESTERN STATE UNIVERSITY TO THE TEXAS TECH UNIVERSITY SYSTEM, TO CERTAIN FEES CHARGED BY THAT SYSTEM'S GOVERNING BOARD, AND TO MANDATORY VENUE FOR ACTIONS BROUGHT AGAINST THAT SYSTEM OR ITS INSTITUTIONS, OFFICERS, OR EMPLOYEES**

Author: Frank

Sponsor: Springer

HB 1522 establishes Midwestern State University as a component institution of the Texas Tech University System. The bill also revises certain student fees and venue for certain lawsuits for the Texas Tech University System.

Code Reference: Adds Education Code, Chapter 109, Subchapter E, 54.509(a-1) and (e), 55.17893, and 109.005
 Adds Labor Code 501.022(g)
 Amends Education Code 54.509 (a) and (b), 55.13(c), and 62.021(a)
 Amends Government Code 1232.101(a)
 Amends Labor Code 501.022(a)
 Repeals Education Code 54.241(h), 54.5082, 54.518, 54.5441, 54.5442, 55.1727, 55.1737, 55.1757, 55.1787, and Chapter 103
Effective Date: September 1, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): Academic and Health Affairs, Data Analysis, Funding

SB 884 **RELATING TO THE MANAGEMENT AND OPERATION OF A MULTI-INSTITUTION HEALTH EDUCATION CENTER IN THE CITY OF LAREDO**

Author: Zaffirini

Sponsor: Raymond

SB 884 reestablishes the Regional Campus at Laredo – previously a satellite campus operated by The University of Texas Health Science Center at San Antonio– as a multi-institution center overseen by The University of Texas System. The legislation defines the primary purpose of the center as hosting educational activities, conducting and facilitating research, and engaging in community outreach. Component institutions of the UT system may use the center in accordance with this purpose.

The UT System Board of Regents may assign management of the center to a component institution of the system. The bill also repeals a provision in statute that previously made the campus subject to supervision by the THECB.

The bill makes several additional conforming changes in the Education Code to reflect the change in status.

Code Reference: Amends Education Code 74.701-74.704 and 63.102(c)
 Repeals Education Code 74.705
Effective Date: September 1, 2021
Appropriation: None

THECB Rulemaking: Yes
THECB Reporting Requirement: No
Lead THECB Division(s): Academic and Health Affairs

SB 1126 **RELATING TO THE ESTABLISHMENT AND ADMINISTRATION OF THE TEXAS WOMAN'S UNIVERSITY SYSTEM**

Author: Springer

Sponsor: Stucky

SB 1126 creates the Texas Woman's University System as a woman-focused university system composed of Texas Woman's University (TWU) and any other institution assigned by law to the governance, control, jurisdiction, and management of the board of regents of the system.

The act charges the system to prepare and submit a report on the transition of the TWU branch locations at Dallas and Houston to component institutions of the system. The report must include a strategy for each branch location to attain accreditation and for improvement and expansion of facilities that does not include the use of additional state funding. It must also identify proposed degree programs to be offered by each branch location that will meet the requirements for approval by the THECB. The report is due to the governor and Legislature by December 1, 2022.

The act identifies Texas Woman's University at Dallas and Texas Woman's University at Houston as general academic teaching institutions under the management and control of the system's board of regents. However, each may operate as a general academic teaching institution only after the THECB certifies that it is accredited by the Southern Association of Colleges and Schools Commission on Colleges and has been approved by the board to offer one or more degree programs. Until then, they may operate as branch campuses.

The act makes numerous confirming changes in the Education Code to reflect the changed status of TWU.

Code Reference: Amends Education Code, Chapter 107
 Adds Education Code 107.47 and Subchapters F, G, and H.
Effective Date: May 26, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): Academic and Health Affairs

SB 1467 **RELATING TO THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY, TO STUDENT FEES IMPOSED BY THE UNIVERSITY, AND TO THE ELIMINATION OF CERTAIN OBSOLETE STATUTORY REFERENCES IN RELATION TO THE UNIVERSITY**

Author: Hinojosa

Sponsor: Canales

SB 1467 makes conforming changes by removing references to The University of Texas at Brownsville (UT-Brownsville) and The University of Texas Pan American (UT-Pan American) in

statutes and replacing them with references to The University of Texas Rio Grande Valley (UTRGV).

The act clarifies the applicability of and makes changes to several student fees that had been associated with UT-Brownsville and UT-Pan American. It clarifies that UTRGV can collect a student union facilities fee, sports recreation and wellness fee, and intercollegiate athletic fee that has been authorized for the previous institutions. It makes various adjustments to fee amounts and permissible uses of funds.

The changes made by the act first apply to the 2021 fall semester.

Code Reference: Adds Education Code 51.9246
Effective Date: May 30, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): Funding

SB 1490 **RELATING TO THE AUTHORITY OF THE TEXAS HIGHER EDUCATION COORDINATING BOARD TO ISSUE A CERTIFICATE OF AUTHORITY OR CERTIFICATE OF AUTHORIZATION REGARDING PROFESSIONAL DEGREES**

Author: Creighton

Sponsor: Turner, Chris

SB 1490 prohibits the THECB from approving a certificate of authorization for any institution offering a professional degree except to the extent allowed for an authorized institution operating under a State Authorization Reciprocity Agreement. Certificates of authorization are sought by accredited private postsecondary institutions and out-of-state public postsecondary institutions seeking to offer degrees and courses leading to degrees at a location in Texas. Professional degrees are defined as the Doctor of Medicine (MD), Osteopathy (DO), Dental Surgery (DDS), and Veterinary Medicine (DVM), as well as the Juris Doctor (JD) and Bachelor of Laws (LLB).

The act also prohibits the THECB from approving a certificate of authority (issued to institutions pursuing accreditation from a THECB-approved accreditor) for an institution that wishes to offer credits toward a professional degree, unless THECB determines that existing degree programs are insufficient to meet current market needs; the institution has the necessary faculty and resources to ensure student success; sufficient placements are available to students for required field-based experience, such as clinicals or clerkships; and the institution meets the same standard for approval and all academic criteria applicable to similar professional degree programs at other institutions in the state.

Code Reference: Amends Education Code 61.303 and 61.306
Effective Date: September 1, 2021
Appropriation: None

THECB Rulemaking: Yes
THECB Reporting Requirement: No
Lead THECB Division(s): Academic and Health Affairs

STUDENT INFORMATION

HB 1027 **RELATING TO THE DISCLOSURE OF CERTAIN INFORMATION REGARDING COURSE MATERIALS BY PUBLIC INSTITUTIONS OF HIGHER EDUCATION**

Author: Parker

Sponsor: Creighton

HB 1027 requires public institutions of higher education to disclose certain information regarding course schedules and lists of required and recommended course materials. The bill also requires private or independent institutions of higher education to disseminate certain course and textbook information. These provisions apply beginning with the 2022 fall semester.

Code Reference: Adds Education Code 51.4521 and 51.451(4-b)
 Amends Education Code 51.451(4) and 51.452
Effective Date: September 1, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): Digital Learning

SB 165 **RELATING TO AN EXCEPTION TO DROPPED COURSE LIMITATIONS AT PUBLIC INSTITUTIONS OF HIGHER EDUCATION FOR COURSES DROPPED DURING A DISASTER THAT RESULTS IN A BAR OR LIMIT ON IN-PERSON COURSE ATTENDANCE**

Author: Blanco

Sponsor: Fierro

SB 165 specifies that a disaster declared by the governor resulting in a bar or limit on in-person course attendance constitutes "good cause" for an institution to allow a student to exceed the statutory limitation permitting no more than six dropped courses during their enrollment. The act also specifies that a course dropped by a student during the 2020 spring semester or summer term or the 2020-2021 academic year due to a bar or limitation on in-person attendance because of the COVID-19 pandemic may not count toward the number of courses permitted to be dropped.

Code Reference: Amends Education Code 51.907
Effective Date: June 14, 2021
Appropriation: None

THECB Rulemaking: Yes
THECB Reporting Requirement: No
Lead THECB Division(s): Funding, Academic and Health Affairs

SB 279**RELATING TO THE INCLUSION OF SUICIDE PREVENTION INFORMATION ON CERTAIN STUDENT IDENTIFICATION CARDS ISSUED BY A PUBLIC SCHOOL OR PUBLIC INSTITUTION OF HIGHER EDUCATION**

Author: Hinojosa

Sponsor: Bucy

SB 279 requires that student identification cards issued to public school students in grade six or higher, and to all students at institutions of higher education, include contact information for the National Suicide Prevention Lifeline and the Crisis Text Line. Such cards may optionally include contact information for local suicide prevention hotlines as well as campus security and health services. The requirement applies only to cards issued after the effective date of the act.

Code Reference: Adds Education Code 38.353
Amends Education Code 51.91941
Effective Date: June 14, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): General Counsel

SB 937**RELATING TO AN EXCUSED ABSENCE FROM A PUBLIC INSTITUTION OF HIGHER EDUCATION FOR A STUDENT CALLED TO REQUIRED MILITARY SERVICE**

Author: Campbell

Sponsor: Tinderholt

SB 937 modifies statutes regarding an excused absence from higher education for military service to replace the phrase "active" military service with "required" military service. This clarifies the scope of the statute to include service that is required of servicemen and women but may not be uniformly interpreted as "active duty," such as state active duty orders, inactive drill time, and time served during annual training.

The change applies beginning with the fall 2021 semester.

Code Reference: Amends Education Code 51.9111
Effective Date: June 4, 2021
Appropriation: None

THECB Rulemaking: Yes
THECB Reporting Requirement: No
Lead THECB Division(s): Academic and Health Affairs

TRI-AGENCY INITIATIVES

HB 619 **RELATING TO DEVELOPING A STRATEGIC PLAN TO SUPPORT THE CHILDCARE WORKFORCE**

Author: Thompson, Senfronia

Sponsor: Alvarado

HB 619 requires the TWC, in consultation with a workgroup, to prepare a strategic plan for improving the quality of the infant, toddler, preschool, and school-age childcare workforce in the state. The plan must include specific recommendations, including recommendations for public and private institutions of higher education to increase the use of articulation agreements with school districts and open-enrollment charter schools, and to assist in the education and training of childcare workers. The TWC is required to update the strategic plan every three years and submit the plan to the governor, lieutenant governor, and the speaker of the House of Representatives.

Code Reference: Adds Labor Code Section 302.0062
Effective Date: September 1, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): Workforce Education

HB 626 **RELATING TO THE EXPANSION OF THE TEXAS INNOVATIVE ADULT CAREER EDUCATION GRANT PROGRAM TO INCLUDE CERTAIN NONPROFIT ORGANIZATIONS PROVIDING JOB TRAINING TO VETERANS**

Author: Rosenthal

Sponsor: Zaffirini

The Texas Innovative Adult Career Education (ACE) Grant Program provides grants to eligible nonprofit workforce intermediary and job training organizations. ACE funds are used to develop, support, or expand programs that prepare low-income students to enter careers in high-demand and high-earning occupations. HB 626 expands ACE by including eligible nonprofit organizations providing job training to veterans as grant recipients. The bill outlines specific eligibility requirements for nonprofit organizations. Specifically, to be eligible for a grant, a nonprofit organization providing job training services must provide to veterans, in partnership with public community colleges, public state colleges, or public technical institutes, job training and a continuum of services designed to move a program participant from application to employment, including outreach, assessment, support services, and career placement.

Code Reference: Adds Education Code Section 136.001(5) and 136.006(a-1)
 Amends Education Code 136.005 and 136.006(b)
Effective Date: September 1, 2021
Appropriation: SB 1 appropriates \$4.3 million to Austin Community College to
 administer the program during the 2022-2023 biennium.

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): Workforce Education

HB 773 **RELATING TO INDICATORS OF ACHIEVEMENT UNDER THE PUBLIC SCHOOL ACCOUNTABILITY SYSTEM**

Author: VanDeaver

Sponsor: Powell

Texas school districts and high school campuses are evaluated based on certain domains of indicators of achievement in the public school accountability system. HB 773 adds an indicator in the student achievement domain for students who successfully completed a program of study in career and technical education beginning with the 2021-2022 school year.

Code Reference: Amends Education Code 39.053(c)
Effective Date: May 28, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): College Readiness and Success

HB 1247 **RELATING TO THE DEVELOPMENT OF AND REPORT ON A TRI-AGENCY WORK-BASED LEARNING STRATEGIC FRAMEWORK BY THE TEXAS WORKFORCE COMMISSION, THE TEXAS EDUCATION AGENCY, AND THE TEXAS HIGHER EDUCATION COORDINATING BOARD**

Author: Lozano

Sponsor: Alvarado

HB 1247 requires the THECB, TWC, and TEA to jointly develop a strategic framework to encourage work-based learning in the state. Each agency shall appoint an existing agency employee to lead the development of the framework. The agencies shall prepare and submit to the Legislature a report on the framework developed and include recommendations by December 31, 2022.

Code Reference: Adds Labor Code, Chapter 318
Effective Date: September 1, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: Yes
Lead THECB Division(s): Finance, Academic Affairs and Workforce Education,
College Readiness and Success

HB 2827 **RELATING TO THE TRANSFER TO THE TEXAS HIGHER EDUCATION COORDINATING BOARD OF CERTAIN RESPONSIBILITIES RELATING TO POSTSECONDARY EDUCATION AND CAREER COUNSELING**

Author: Gonzalez

Sponsor: Zaffirini

HB 2827 transfers statutory responsibilities to develop and make available postsecondary education and career counseling academies from the Center for Teaching and Learning at

The University of Texas at Austin to the THECB. Specifically, the act formalizes in statute a transfer of Texas OnCourse from The University of Texas to the THECB that had previously been executed through interagency agreement. Funding and Full Time Equivalents (FTEs) associated with OnCourse were likewise transferred to the agency's budget in the General Appropriations Act.

Code Reference: Amends Education Code 33.009
Effective Date: June 18, 2021
Appropriation: Funds and FTE transferred to THECB budget

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): College and Career Readiness

HB 3767 **RELATING TO MEASURES TO SUPPORT WORKFORCE DEVELOPMENT IN THE STATE, INCLUDING THE ESTABLISHMENT OF THE TRI-AGENCY WORKFORCE INITIATIVE AND ADDITIONAL EMPLOYER WORKFORCE DATA REPORTING**

Author: Murphy

Sponsor: Bettencourt

HB 3767 codifies the Tri-Agency Workforce Initiative and requires the THECB, TEA, and TWC to enter into interagency agreements to share, match, and manage education and workforce data and coordinate resources. The commissioner of education, commissioner of higher education, and chair of the TWC are directed to discuss the work of the initiative at least once per quarter. The agencies shall jointly develop statewide workforce development goals and strategies as well as create and biennially update a list of career pathways for both target occupations based on current needs and critical careers based on forecasted demands. The agencies shall consult with employers to develop and then update these goals and strategies at least every four years. The agencies shall also determine for each county, the wage that constitutes a self-sufficient wage, which must be based on a common standard that reflects the regionally adjusted minimum employment earnings necessary to meet a family's basic needs while also maintaining self-sufficiency.

The THECB, with input from the TEA and TWC, shall develop a strategic plan for the operation of a unified repository for education and workforce data. The plan must include specific recommendations for automatically matching student-level data, creating publicly available tools and resources regarding data on a variety of topics, including student outcomes and debt, making student data available to authorized entities to support higher education and workforce, and creating a secure portal for authorized entities to view and analyze comprehensive longitudinal data on progress toward meeting the state's workforce needs. Using federal workforce funds to the extent available, the TEA and THECB are directed to make available to each public school and institution of higher education student outcome information, including credential completion, employment status and industry of employment, and earnings over time. The agencies are only required to implement these two requirements of the act if funding is provided for that purpose.

The THECB and TWC, in consultation with TEA and relevant stakeholders, are authorized to establish a publicly accessible web-based library of credentials available to Texans and used by employers in the state. The THECB is also authorized to develop several internet resources for the initiative, including various dashboards and tools.

Code Reference: Adds Government Code, Subtitle G, Title 10, Chapter 2308A
Effective Date: September 1, 2021
Appropriation: None

THECB Rulemaking: Yes
THECB Reporting Requirement: Yes
Lead THECB Division(s): Finance, Academic and Health Affairs, Data Privacy,
College and Career Readiness

HB 3938 **RELATING TO THE ESTABLISHMENT OF THE INDUSTRY-BASED CERTIFICATION
ADVISORY COUNCIL AND THE TRANSFER OF CERTAIN DUTIES TO THAT ADVISORY
COUNCIL**

Author: Bell

Sponsor: Powell

HB 3938 establishes the Industry-Based Certification Advisory Council to advise TWC on alignment of public secondary career and technical education programs with current and future state workforce needs. The council is composed of nine members, three each representing state industry, public school teachers, and public two-year colleges.

The council is charged to develop an inventory of industry-based certificates and credentials that may be earned by a public high school student in a CTE program and that are aligned to regional and state workforce needs and provide entry points to middle- and high-wage jobs. The council may consult with local workforce boards, the Texas Workforce Investment Council, the Texas Economic Development and Tourism Office, and THECB in developing the inventory. The council shall review and revise the inventory annually.

Code Reference: Adds Labor Code, Subtitle B, Title 4, Chapter 312
Transfers and Amends Education Code 29.189 to Labor Code, Chapter 312
Effective Date: June 15, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): Workforce Education

HB 4361 **RELATING TO OFF-CAMPUS WORKFORCE EDUCATION OR LOWER-DIVISION PROGRAMS
OFFERED BY A PUBLIC INSTITUTION OF HIGHER EDUCATION AT THE REQUEST OF AN
EMPLOYER**

Author: Raney

Sponsor: Bettencourt

HB 4361 allows an institution of higher education to enter into an agreement with an employer to provide an off-campus workforce education or lower-division program at a site requested by the employer without the approval of a higher education regional council. This would apply regardless of whether the site is within the institution's uniform state service region or service area.

If the proposed site is within the service region or service area of another institution that offers the same or substantially equivalent coursework, the employer must have solicited an agreement to offer the program with that institution but been unable to reach agreement within six weeks after the employer's initial written solicitation requesting the institution to offer the program.

Code Reference: Adds Education Code 51.981
Effective Date: June 14, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): Workforce Education

SB 346 **RELATING TO THE PARTICIPATION OF OPEN-ENROLLMENT CHARTER SCHOOLS IN THE JOBS AND EDUCATION FOR TEXANS GRANT PROGRAM**

Author: Paxton

Sponsor: Dutton

SB 346 allows open-enrollment charter schools to participate in the TWC's Jobs and Education in Texas (JET) Grant Program. The JET program provides grants to public community, state, and technical colleges and independent school districts to purchase and install equipment necessary for the development of career and technical education courses or programs that lead to a license, certificate, or postsecondary degree in a high-demand occupation.

Code Reference: Amends Education Code 134.004, 134.006(a) and (d), and 134.007
Effective Date: May 24, 2021
Appropriation: None
THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): Workforce Education

SB 369 **RELATING TO THE NOTICE REQUIRED REGARDING THE REQUIREMENT TO SUBMIT A FINANCIAL AID APPLICATION AS A CONDITION OF HIGH SCHOOL GRADUATION FOR PUBLIC SCHOOL STUDENTS**

Author: Kolkhorst

Sponsor: Allison

SB 369 requires that students and parents be provided greater information regarding the "opt-out" option to the statutory requirement that a student complete a financial aid application as a requirement for high school graduation. It prescribes the information that must be included in a form for opting out of that requirement and prohibits a school counselor from indicating that a student has not complied with the requirement if the school fails to provide the form to the student or parent.

Code Reference: Amends Education Code 28.0256(a), (c), (d), and (e)
Effective Date: June 14, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): College Readiness and Success

SB 560 **RELATING TO DEVELOPING A STRATEGIC PLAN FOR THE IMPROVEMENT AND EXPANSION OF HIGH-QUALITY BILINGUAL EDUCATION**

Author: Lucio

Sponsor: Guerra

SB 560 charges the TEA, in collaboration with the THECB and TWC, to establish a strategic plan to improve and expand bilingual education. Among other requirements, the plan must set tangible goals and establish timelines to increase the number of educators certified in bilingual education instruction, the number of dual language immersion/one-way and two-way program models used in public schools, and the number of bilingual and multilingual high school graduates.

In developing the strategic plan, TEA is to consult with universities, public schools, early childhood education programs, and parents, and is authorized to collaborate with nonprofit organizations, social services providers, faith-based organizations, and the business community. TEA is also required to study the use of the Bilingual Target Language Proficiency Test and make any recommendations to modify or revise the assessments to enhance the competency of educators serving bilingual programs.

The strategic plan is due no later than December 1, 2022.

Code Reference: Adds Education Code 29.067
Effective Date: June 16, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): Academic and Health Affairs

SB 1094 **RELATING TO THE PAYMENT OF APPRENTICESHIP EDUCATION EXPENSES USING THE STATE'S PROGRAMS FOR PAYING, PREPAYING, OR SAVING TOWARD THE COSTS OF ATTENDING AN INSTITUTION OF HIGHER EDUCATION**

Author: Creighton

Sponsor: Frullo

SB 1094 allows prepaid tuition contracts administered by the Prepaid Higher Education Tuition Board to be used to pay for tuition and fees associated with registered apprenticeship programs. The bill defines "registered apprenticeship program" as an apprenticeship program that is registered and certified with the United States Department of Labor under Section 1 of the National Apprenticeship Act. The Prepaid Higher Education Tuition Board is not responsible for paying amounts exceeding the tuition and fees in a registered apprenticeship program or the existing amount of prepaid tuition contract benefits.

The bill makes conforming changes in the Education Code. The Prepaid Higher Education Tuition Board is granted rulemaking authority to accommodate the change.

Code Reference: Amends Education Code 54.605(a), 54.619, 54.751, 54.753, 54.765, 54.767, 54.769, 54.774, 54.775, 54.801, and 54.806.
Effective Date: September 1, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): Student Financial Aid Programs

SB 1277 **RELATING TO AN AGREEMENT BETWEEN A SCHOOL DISTRICT AND PUBLIC INSTITUTION OF HIGHER EDUCATION TO PROVIDE A DUAL CREDIT PROGRAM TO HIGH SCHOOL STUDENTS ENROLLED IN THE DISTRICT**

Author: West

Sponsor: Turner, John

SB 1277 requires that any dual credit program agreement between a public institution of higher education and a school district must designate at least one employee of the district or institution of higher education as responsible for providing academic advising to a student who enrolls in a dual credit course before the student begins the course.

The requirement applies only to an agreement entered into or renewed on or after September 1, 2021.

Code Reference: Amends Education Code 28.009(b-2)
Effective Date: May 30, 2021
Appropriation: None

THECB Rulemaking: Yes
THECB Reporting Requirement: No
Lead THECB Division(s): Academic and Health Affairs

MISCELLANEOUS

SB 783 **RELATING TO THE PURCHASE OF IRON AND STEEL PRODUCTS MADE IN THE UNITED STATES FOR CERTAIN PROJECTS BY PUBLIC INSTITUTIONS OF HIGHER EDUCATION**

Author: Creighton

Sponsor: Murphy

SB 783 adds institutions of higher education, as defined by Education Code 61.003, to the definition of “governmental entities” subject to Government Code requirements that certain construction and installation project contracts provide that any iron or steel product produced through a manufacturing process and used in the project be produced in the United States.

Code Reference: Amends Government Code 2252.201(1)
Effective Date: September 1, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): General Counsel

SB 788 **RELATING TO THE DEVELOPMENT OF A MODEL DATA-SHARING AGREEMENT FOR SHARING STUDENT INFORMATION BETWEEN PUBLIC SCHOOLS AND PUBLIC AND PRIVATE POSTSECONDARY EDUCATIONAL INSTITUTIONS**

Author: Creighton

Sponsor: Howard

SB 788 directs the TEA, THECB, and TWC to jointly develop model data-sharing agreements for the purposes of system evaluation and improved support of students and workforce preparation participants. Specifically, the agencies are directed to develop a model agreement for use among public schools and public and private institutions of higher education, and a model agreement for use among schools, institutions, workforce entities and other entities authorized to receive such information. The model agreements so developed must comply with the Family Educational Rights and Privacy Act of 1974 (FERPA).

Code Reference: Adds Education Code 7.012
Effective Date: September 1, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): General Counsel

SB 797**RELATING TO THE DISPLAY OF THE NATIONAL MOTTO IN PUBLIC SCHOOLS AND INSTITUTIONS OF HIGHER EDUCATION**

Author: Hughes

Sponsor: Oliverson

SB 797 requires public elementary and secondary schools and institutions of higher education to display a durable copy of the United States national motto, "In God We Trust," in a conspicuous location in each building, if the copy was donated or purchased through private funds. The bill also requires that the copy of the motto must contain a representation of the United States flag as well as the state flag.

Code Reference: Amends Education Code 1.004

Effective Date: June 16, 2021

Appropriation: None

THECB Rulemaking: No

THECB Reporting Requirement: No

Lead THECB Division(s): General Counsel

SB 1385**RELATING TO THE COMPENSATION AND PROFESSIONAL REPRESENTATION OF STUDENT ATHLETES PARTICIPATING IN INTERCOLLEGIATE ATHLETIC PROGRAMS AT CERTAIN INSTITUTIONS OF HIGHER EDUCATION**

Author: Creighton

Sponsor: Murphy

SB 1385 allows student athletes at Texas institutions of higher education to earn compensation for their name, image, and likeness (NIL) subject to certain conditions and requirements. The act applies to general academic teaching institutions and private and independent institutions of higher education.

Under the legislation, institutions cannot prohibit a student athlete from earning compensation for the use of their NIL when not engaged in official team activities or from obtaining professional representation for matters relating to the use of the athlete's NIL. A scholarship, grant, or similar financial assistance that covers the student athlete's cost of attendance would not be considered compensation. An institution could not prescribe a team contract for an athletic program that prevented a student athlete from using their NIL for a commercial purpose outside of official team activities.

A student athlete would be required to disclose to the institution any proposed contract and cannot enter into a contract for the use of their NIL if the contract conflicts with provisions of the student athlete's team contract, a contract of the institution, an athletic department policy, or the institution's honor code. Athletes cannot enter into a contract if the compensation is: provided by the institution; in exchange for athletic performance or attendance at the institution; in exchange for property owned by the institution or for providing an endorsement while using intellectual property or other property owned by the institution; or for an endorsement of alcohol, tobacco products, sports betting, and certain other categories of business.

Institutions must require student athletes to attend a financial literacy and life skills workshop at the beginning of the student's first and third academic years, to include information on

financial aid, debt management, time management, budgeting, and available academic resources.

Code Reference: Adds Education Code 51.9246
Effective Date: July 1, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): General Counsel

SB 1525 **RELATING TO THE ADMINISTRATION OF THE GOVERNOR'S UNIVERSITY RESEARCH INITIATIVE**

Author: Creighton

Sponsor: Parker

SB 1525 amends the Governor's University Research Initiative (GURI) statute to broaden the types of recruited researchers that could qualify an institution for funding under the program. Specifically, it allows funding for a group of researchers (as opposed to only individual researchers) and expands the types of national academic recognitions that are considered highly prestigious for purposes of determining which individuals or groups meet the "distinguished researcher" criterion. The Texas Economic Development and Tourism Office is directed to consult with the commissioner of higher education in adopting rules for implementing the new criteria.

The act also repeals a duplicative section of code from the GURI statute.

Code Reference: Amends Education Code 62.161(1) and 62.162(b)
Adds Education Code 62.169
Removes Education Code, Subchapter H, Chapter 62 as added by HB 7 (84th Legislature, Regular Session)
Effective Date: June 7, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): General Counsel

SB 1677 **RELATING TO ELIMINATING REPORTING REQUIREMENTS FOR PUBLIC INSTITUTIONS OF HIGHER EDUCATION AND THE REQUIREMENT FOR A PLAN BY CERTAIN SCHOOL DISTRICTS TO INCREASE ENROLLMENT**

Author: Buckingham

Sponsor: Frullo

SB 1677 reduces unnecessary or duplicative reporting requirements for institutions of higher education by allowing the THECB, by rule, to eliminate a reporting requirement if the commissioner of higher education determines that the board has access to an alternative means of collecting data or receiving information sufficient to fulfill the requirement.

In addition, it removes a requirement on the inclusion of faculty academic workload rules and regulations in the operating budgets of higher education institutions and a requirement for state agencies and higher education institutions to post certain types of compensation information for their executive and non-executive staff on their websites. The majority of this information is already reported through other sources.

Code Reference: Amends Education Code 51.402(b) and 659.0201(b)
Adds Education Code 61.0341
Removes Education Code 29.904 and 51.4031 and Government
Code 659.026

Effective Date: September 1, 2021

Appropriation: None

THECB Rulemaking: Yes

THECB Reporting Requirement: No

Lead THECB Division(s): Data Analysis

STATE AGENCY REQUIREMENTS

HB 29 **RELATING TO AUTHORIZING THE PROVISION OF TEMPORARY SECURE STORAGE FOR WEAPONS AT CERTAIN PUBLIC BUILDINGS; AUTHORIZING FEES**

Author: Swanson

Sponsor: Hughes

HB 29 authorizes state agencies and political subdivisions to provide secure weapon storage for the temporary storage of any weapon prohibited in a building or portion of a building. Temporary secure weapon storage may be provided by self-service weapon lockers or other secure storage operated by a designated state agency employee. The bill prescribes specific ways in which a person may reclaim a stored weapon and authorizes a state agency to collect a fee of not more than \$5 for the use of a self-service weapon locker or other temporary secure weapon storage. These provisions are not applicable to public schools or institutions of higher education.

Code Reference: Adds Government Code, Chapter 2165, Subchapter J
Effective Date: September 1, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): Financial Services

HB 957 **RELATING TO LOCAL, STATE, AND FEDERAL REGULATION OF FIREARM SUPPRESSORS**

Author: Oliverson

Sponsor: Springer

HB 957 prevents a state agency and public institutions of higher education from adopting any rule, order, or policy that seeks to enforce (or by consistent action allows the enforcement of) a federal statute, order, rule, or regulation that purports to regulate a firearm suppressor if the statute, order, rule, or regulation imposes a prohibition, restriction, or other regulation that does not exist under the laws of the state of Texas. An entity in violation will be ineligible to receive state grant funds.

Code Reference: Adds Government Code, Chapter 2
Effective Date: September 1, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): General Counsel

HB 1118 **RELATING TO STATE AGENCY AND LOCAL GOVERNMENT COMPLIANCE WITH CYBERSECURITY TRAINING REQUIREMENTS**

Author: Capriglione

Sponsor: Zaffirini

HB 1118 revises statutory cybersecurity training requirements for state agency and local government entities, which includes public community colleges. The bill limits cybersecurity training to employees who perform at least 25% of their required duties on a local government computer and expands required training to elected and appointed officials. A state agency is required to include written certification of the agency's compliance with cybersecurity training requirements in the agency's strategic plan beginning January 1, 2022.

Code Reference: Adds Government Code 772.012 and 2054.5191(a-2)(e) and (f)
 Amends Government Code 2054.5191(a-1) and (b), and 2056.002(b)
 Repeals Government Code 2054.519(f)

Effective Date: May 18, 2021

Appropriation: None

THECB Rulemaking: No

THECB Reporting Requirement: Yes

Lead THECB Division(s): Information Solutions and Services

HB 1322 **RELATING TO A SUMMARY OF A RULE PROPOSED BY A STATE AGENCY**

Author: Shaheen

Sponsor: Seliger

HB 1322 requires a state agency, at the time it files notice of a proposed rule, to publish on its website a summary of the proposed rule, written in plain language in both English and Spanish, in accordance with Government Code 2054.1116. A summary is written in plain language if it uses language the general public, including individuals with limited English proficiency, can readily understand because the language is concise and well-organized.

Code Reference: Adds Government Code 2001.023(c) and (d)

Effective Date: September 1, 2023

Appropriation: None

THECB Rulemaking: No

THECB Reporting Requirement: No

Lead THECB Division(s): General Counsel

HB 2063 **RELATING TO THE ESTABLISHMENT OF A STATE EMPLOYEE FAMILY LEAVE POOL**

Author: Ordaz Perez

Sponsor: Schwertner

HB 2063 creates the state employee family leave pool to provide eligible state employees more flexibility in bonding with and caring for children during a child's first year following birth, adoption, or foster placement and caring for a seriously ill family member or the employee. Employees may apply for leave time under the family leave pool. The governing body of a state agency, through the establishment of a program, shall allow an employee to voluntarily transfer sick or vacation leave earned to a family leave pool.

Code Reference: Adds Government Code, Chapter 661, Subchapter A-1
Effective Date: September 1, 2021
Appropriation: None

THECB Rulemaking: Yes
THECB Reporting Requirement: No
Lead THECB Division(s): Human Resources

SB 475 RELATING TO STATE AGENCY AND LOCAL GOVERNMENT INFORMATION MANAGEMENT AND SECURITY, INCLUDING ESTABLISHMENT OF THE STATE RISK AND AUTHORIZATION MANAGEMENT PROGRAM AND THE TEXAS VOLUNTEER INCIDENT RESPONSE TEAM; AUTHORIZING FEES

Author: Nelson

Sponsor: Capriglione

SB 475 requires each state agency with more than 150 FTEs to designate a data management officer who will serve on a newly created data management advisory committee led by the Department of Information Resources (DIR) and perform other duties as specified in statute. A state agency shall require each vendor contracting with the agency to provide cloud computing services for the agency to comply with the requirements of the state risk and authorization management program developed by DIR.

Each state agency entering into or renewing a contract with a vendor authorized to access, transmit, use, or store data for the agency shall include a provision in the contract requiring the vendor to meet the security controls the agency determines are proportionate with the agency's risk based on the sensitivity of the agency's data. A state agency, upon initiation of any information resources project, shall classify the data produced from or used in the project and determine appropriate data security and applicable retention requirements for each classification.

SB 475 moves the due date for the agency's information security assessment report to November 15 of each even-numbered year and requires the report include information on the agency's data governance program.

Each state agency shall consider robotic process automation in its administration. A state agency is required to obtain an individual's written or electronic consent before acquiring, retaining, or disseminating certain individual identifying information or records, such as biometric identifiers.

Code Reference: Adds Government Code 2054.0332, 2054.0593, 2054.0594(d), 2054.137, 2054.138, 2054.1161; Chapter 2054, Subchapter N-2 2054.515; Chapter 2059, Subchapter E; and Chapter 2062
Amends Government Code 2054.601

Effective Date: June 14, 2021; Section 10 takes effect September 1, 2021
Appropriation: None

THECB Rulemaking: No
THECB Reporting Requirement: No
Lead THECB Division(s): Information Solutions and Services

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TEXAS HIGHER EDUCATION COORDINATING BOARD

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Glossary of Terms

The Texas Higher Education Coordinating Board has produced this Glossary of commonly used Texas higher education terms. By its nature, the Glossary will be an evolving document. If you have suggestions for clear wording for terms in the Glossary or for terms whose definition you would like to have included, please send your suggestions to Torca Bunton at Torca.Bunton@highered.texas.gov at the Coordinating Board.

TEXAS HIGHER EDUCATION COORDINATING BOARD
Educational Data Center

Glossary of Terms

August 14, 2017

AAT Associate of Arts in a Teaching degree. Board-approved collegiate degree programs consisting of lower-division courses intended for transfer to baccalaureate programs that lead to initial Texas teacher certification. (CTC CBM009)

Academic Course Guide Manual (ACGM) The official list of approval numbers for general academic transfer courses that may be offered for state funding by public community and technical colleges in Texas. It lists a basic core of general academic courses which are freely transferable among all public institutions of higher education in Texas in accordance with the Texas Education Code, §61.051(g). TCCNS numbers are assigned to most courses in the manual. Academic courses reported on the CTC CBM004 must appear either on this list of approved courses or in the **Special Approval/Unique Need Inventory**. See **Lower Division Academic Course Guide Manual**. (CTC CBM004)

Academic Credit Course A college-level course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award.

Academic Program Instructional program leading toward an associate's, bachelor's, master's, doctor's, or first-professional degree or resulting in credits that can be applied to one of these degrees.

Academic Year The 12-month period of time generally extending from September to August.

Academically Disadvantaged When reporting academically disadvantaged students, colleges may report students who, based on a Texas Success Initiative (TSI) approved test, do not have college entry-level skills in reading, writing, or math. Colleges should also report TSI compliant students who are enrolled in remedial courses based on the results of tests administered for placement purposes. The InterimEvaluationReport definition may also be applied for students who did not receive a high school diploma nor receive a GED certificate. Field will contain "1" if the student is academically disadvantaged. Please note that academically disadvantaged does not include students with learning disabilities. (CTC CBM001, CBM00A, CBM0E1)

Accountability System The Higher Education Accountability System is used to track performance on critical measures that exemplify higher education institutions' missions. The System is modeled on the state's higher education plan, Closing the Gaps by 2015. Its major focus is on the four *Closing the Gaps* target areas of participation, success, excellence, and research.

Accreditation A process signifying that an institution has a purpose appropriate to higher education and resources, programs, and services sufficient to accomplish its purpose on a continuing basis. Colleges in Texas should refer to the *Principles of Accreditation* (replaces the *Criteria for Accreditation*) by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). The CB now recognizes other accrediting agencies, which can be found on our website at [AccreditorRecognition](#).

Accumulated Deferred Maintenance (ADM) Projects from prior years that were not included in the maintenance program because of perceived lower priority status than those funded within the budget.

ACCUPLACER An approved academic skills assessment instrument that allows a student to satisfy one or more section(s) of the Texas Success Initiative (TSI) upon meeting the designated standard for that section or sections. It is offered by The College Board. (CBM002)

ACT American College Test. The ACT assessment program measures educational development and readiness to pursue college-level coursework in English, mathematics, natural science, and social studies. A student who meets CB standards on designated section(s) of the ACT is exempt from the requirements of the Texas Success Initiative (TSI) for the related section(s). (CBM002)

Actual Capital Investment This figure is not adjusted for inflation, but is a cumulative total of actual dollars invested to the nearest dollar. If a building is not owned by the institution, report the dollar amount invested for its use. If a building is a gift or has no capital investment for other reasons, enter '1'. This is the total budget required to occupy a new facility, including:

Building and Acquisition Costs – Costs of construction within five feet of the building line, all items required by codes (fire extinguisher cabinets, fire alarm systems, etc.), and other items normally found in buildings, regardless of type (drinking fountains, sinks, etc.). If a building is purchased, the actual capital investment is the total purchase price minus items such as associated parking lots that are not within five feet of the building. In the case of a lease or gift/donated facility, the capital investment may be reported as \$1.

Fixed Equipment – Equipment installed before building completion that is part of the construction contract (lockers, food service equipment, fixed seating, fixed medical equipment, security equipment, stage equipment, stage lighting, etc.).

Site Development – Work within the site boundary and five feet from the edge of the building (grading and fill, fencing, electronic perimeter system, roads and parking, utilities, landscape development, athletic fields, walks, site lighting, street furniture, site graphics, onsite sewage treatment plant, unusual foundation conditions, etc.).

Site Acquisition and/or Demolition – Purchasing the project site and/or demolition of existing structures.

Movable Equipment – All movable equipment and furniture items but not equipment purchased from operating funds (computers, microscopes, library books, etc.).

Fees – Costs for architectural and engineering services.

Contingency – A percentage of the total construction cost that is included to serve as a planning contingency, bidding contingency, and construction reserve (change orders, etc.).

Administrative Costs – Items required during the planning process (legal fees, site survey, soil testing, insurance, material testing, etc.).

Enter all capital costs associated with the building's purchase or construction, plus all other capital invested in the building during its life (major repairs, renovation, conversions, etc.). (Univ, CTC CBM014)

Adjunct Faculty A person who holds a non-tenure-track appointment to the teaching staff of an institution. Adjunct faculty are generally part-time, with generally narrower expectations for involvement with the institution. Hired as needed, with no guarantees as to continuation of employment. Reported as Other Faculty. (CBM008)

Administrative Unit An administrative subdivision (department) of a college or school with a teaching staff responsible for instruction in a particular subject-matter area or field of study. It is an item on the CBM008 to identify the department in which the faculty member teaches or an item on the CBM003 to identify the department in which the course is taught. (CBM008, Univ CBM003)

Admissions Action or Acceptance Status Action taken by the institution in response to the student's application for admission. (Univ CBM00B)

Advanced Placement Program (AP) A national program of standardized high school courses by which high school students can earn college credit(s) at most institutions of higher education. The state provides funding for AP classes through an appropriation to the Texas Education Agency (TEA). The AP examination is administered by The College Board.

Advanced Technology Certificate (ATC) A certificate that has a specific associate or baccalaureate degree (or, in some circumstances, junior-level standing in a baccalaureate degree program) as prerequisite for admission. It must consist of at least 16 and no more than 50 semester credit hours. It must be focused, clearly related to the prerequisite degree, and justifiable to meet industry or external agency requirements. (CTC CBM009)

Advisory Committee In higher education, a group of business or industry representatives whose purpose is to advise the college on the needs for a particular program. The committee advises on matters of curriculum, instructor qualifications, and equipment and facility requirements needed to assure that graduates will have appropriate skills for employment in the business or industry upon graduation.

Affiliation Agreement Documentation between a college and business/industry affiliate defining an educational partnership, and specifying conditions, roles, and timelines.

Age Age is calculated by subtracting the individual's date of birth from the begin date of the reporting period. For fall, the begin date is September 1, spring is January 1, and summer is June 1. This is a category of the data summary on the CBM001, CBM002, CBM008, CBM009, CBM00A, CBM00B, CBM00M, CBM00X, and CBM0E1 that gives the age distribution of the group of individuals reported.

Alcove Measurement See **Room Measurement**.

American Indian or Alaskan Native The race of a person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment. (CBM001, CBM002, CBM008, CBM009, CBM00A, CBM00B, CBM00M, CBM00R, CBM00X, CBM0E1)

Annual Data Profile (ADP) A report (data profile) prepared by the Coordinating Board staff from college-generated data and program information to be used by the colleges to conduct institutional effectiveness self-assessments and institutional plans for new program review and program revisions. The ADP summarizes annual progress by each college toward meeting state-level goals and contains data required in institutions' Perkins Annual Application and data for federal reporting.

Application Level Level of degree sought, e.g., associate, bachelor's, master's. Also included is 'other formal award' which is defined as recognition in writing by the institution to the student for the completion of a program of courses that has been approved by the institution's governing board. (Univ CBM00B)

Appointment The institutionally assigned duties and services of each person who is an employee of the institution and who has any type of faculty title. The corresponding category on the CTC faculty report is **Assignment Code**. (Univ CBM008)

Appointment 01 Percent Instruction: For universities, this is the percent of time, in relation to a normal workload as defined by the institution, devoted to activities directly related to the teaching function. This includes preparation for such instruction, interaction with students, and evaluation of student performance. For health-related institutions, the definition is as for universities, but also includes the definition that universities reserve for **Appointment Code 02**, the percent of time in relation to a normal workload as defined by the institution devoted to administrative assignments that directly supplement the teaching function, e.g., heads of teaching departments and coordinators of special programs. (Univ, HRI CBM008)

Appointment 02 Percent Percent of time, in relation to a normal workload as defined by the institution, devoted to administrative assignments that directly supplement the teaching function, e.g., heads of teaching departments and coordinators of special programs. (Univ CBM008)

Appointment 03 Percent Patient Care: Percent of time, in relation to a normal workload as defined by the institution, devoted to faculty assignments for activities specifically organized for patient care. (HRI CBM008)

Appointment 11 Percent Academic Support: Percent of time, in relation to a normal workload as defined by the institution, devoted to assignments to include activities in the offices of academic or graduate deans and directors of major teaching department groupings such as colleges, schools, or divisions. Not included are the activities associated with the offices of the heads of teaching departments that are included in **Appointment 02 Percent**. (Univ, HRI CBM008)

Appointment 12 Percent Research: Percent of time, in relation to a normal workload as defined by the institution, devoted to faculty assignments in activities specifically designed to produce research outcomes. (Univ, HRI CBM008)

Appointment 13 Percent Public Service, Student Services, Institutional Support, Operation and Maintenance of Plant, Auxiliary Enterprise Operations: Percent of time, in relation to a normal workload as defined by the institution, devoted to activities associated with admissions and registration, financial aid, student affairs, executive direction and control, business and fiscal management, personnel, administrative data processing, campus security, purchasing, physical plant administration, and auxiliary enterprise operations. (Univ, HRI CBM008)

Appointment Length Number of months during the fiscal year of the faculty member's appointment. (HRI CBM008)

Approval Number A ten-digit number assigned to academic (ACGM) and workforce education (WECM) courses. The first six digits are the 2000 CIP code. The seventh and eighth digits are zeros for the WECM courses and they are a sequence number in the ACGM courses. The ninth and tenth digits are the funding codes. (CTC CBM004, CBM00C, CBM00S)

Asian The race of a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India,

Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. (CBM001, CBM002, CBM008, CBM009, CBM00A, CBM00B, CBM00M, CBM00R, CBM00X, CBM0E1)

Assessment Instruments The following assessment instruments are approved by the Board for Texas Success Initiative (TSI) purposes:

- (1) ASSET and COMPASS offered by ACT
- (2) ACCUPLACER offered by The College Board
- (3) Texas Higher Education Assessment (THEA) (formerly TASP Test) offered by National Evaluation Systems, Inc.

ASSET An approved academic skills assessment instrument that allows a student to satisfy one or more section(s) of the Texas Success Initiative (TSI) upon meeting the designated standard for that section or sections. It is offered by ACT, Inc. (CBM002)

Assignable Area The sum of all areas within the institution's walls of rooms on all floors of a building assigned to, or available for assignment to, an occupant or use, excluding unassigned space. This is also referred to as net assignable square feet (NASF). All rooms not specifically excluded (see **Non-Assignable Areas** and **Unassigned Space**) are assignable and must be measured and coded according to academic discipline or administrative assignment (CIP), room type, and room usage.

Assignable Educational and General (E&G) Space Educational and general space by room type as reported on an institution's facilities inventory that is used for academic instruction and support of an institution's mission.

Assignable Square Feet (ASF) The amount of space that may be used for programs within interior walls of a room. Major room use categories are classrooms, laboratories, offices, study areas, special use space, general use areas, support rooms, health care, residential, and unclassified space.

Assignment Code Assignments are the institutionally-defined duties or services of the faculty member. The corresponding category on the university faculty report is **Appointment Code**. (CTC CBM008)

Assistant Professor A faculty member of an institution of higher education who ranks above an instructor and below an associate professor and who is tenured or is on a tenure track. (CBM008)

Associate Degree An award that normally requires at least 2 but less than 4 years of full-time equivalent college work in a grouping of courses designed to lead the individual directly to employment in a specific career or to transfer to an upper-level baccalaureate program. This specifically refers to the associate of arts, associate of science, associate of applied arts, associate of applied science, associate of arts in teaching, and associate of occupational studies degrees. The term "applied" in an associate degree name indicates a program in which the content is primarily technical. (CBM009)

Associate of Applied Arts (AAA) Degree A two-year applied associate degree program designed to lead the recipient to immediate employment and/or career advancement. The program is composed of an orderly, identifiable sequence of courses designed to meet specific occupational competencies and outcomes. It includes technical courses, general education

courses, related instruction, and, as appropriate, elective courses to prepare students for employment as technicians or professionals. The AAA is a general designation for applied associate degree programs in non-science areas, such as music performance. (CTC, CSC CBM009)

Associate of Applied Science (AAS) Degree A two-year applied associate degree program designed to lead the recipient to immediate employment and/or career advancement. The program is composed of an orderly, identifiable sequence of courses designed to meet specific occupational competencies and outcomes. It includes technical courses, general education courses, related instruction, and, as appropriate, elective courses to prepare students for employment as technicians or professionals. (CTC, CSC CBM009)

Associate of Occupational Studies (AOS) Degree A program of study offered at proprietary institutions. The Coordinating Board is no longer authorizing new AOS degrees; however, a few proprietary institutions are still awarding these degrees based on prior approval. (CSC CBM009)

Associate Professor A faculty member of an institution of higher education who ranks above an assistant professor and below a professor and who is tenured or is on a tenure track. (CBM008)

At-Risk Student An undergraduate student who has one of the following attributes: (a) score on the Scholastic Assessment Test (SAT) or the American College Test (ACT) is less than the national mean score of students' scores on that test; (b) has been awarded a grant under the federal Pell Grant program; (c) was 20 years of age or older on the date the student initially enrolled in the institution; (d) enrolled as a part-time student; and (e) did not receive a high school diploma but received a high school equivalency certificate with the last six years. See [Chapter 13, Subchapter I, Rule 13.150](#) of the CB Rules, Performance Incentive Funding.

ATC An Advanced Technology Certificate program is comprised of 16-50 semester credit hours. A student must have an associate degree, baccalaureate degree, or junior status in a baccalaureate degree program. (CTC CBM009)

Audit/Auditing (a class) A student elects to take a course but does not wish to receive credit for the course toward a degree or other formal award. Since this activity is not credit bearing, it is not considered state-fundable. Students who audit a class are not included on the CBM001, CBM004, CBM00A, CBM00C, or CBM00S.

Automated Student and Adult Learner Follow-up System (ASAFS) An automated process that uses employment and education databases to track university, community, technical, and state college program completers (both degree and certificate recipients), verifying their status of employment or further education. University students are also tracked for some measures. The follow-up system is used for program evaluation and state/federal reporting.

Auxiliary Enterprise Funds Funds for activities that furnish a service to students, faculty, or staff for which charges are made that are directly related to the cost of the service. Auxiliary enterprises are managed as essentially self-supporting activities. Examples are residence halls, food services, student health services, intercollegiate athletics, college stores, and college unions. (Univ, HRI CBM008)

Auxiliary Location An off-campus site or facility owned by an institution or under the management and control of an existing institution, hereinafter referred to as the parent institution, in a geographic setting separate from the parent institution. The terminology was used in the 1990s to reflect a special off-campus education unit. In 2003 off-campus education units were defined in Chapter 5 subchapter D of CB rules to the following categories: teaching sites, higher education centers, university system centers, Multi-Institutional Teaching Centers, regional academic health centers, branch campuses, and all other off-campus educational endeavors. (CTC CBM004, CBM00C, CBM00S)

Available University Fund (AUF) The earnings of the Permanent University Fund (PUF) used (1) to service bond debt for some institutions in The University of Texas and Texas A&M University Systems and (2) to provide funding for excellence projects at The University of Texas at Austin, Texas A&M University, and Prairie View A&M University.

Average Nine-Month Faculty Salary (CBM008)

For university salary computations:

1. Sum the percent of time assigned for all appointments (Items #13A-13E). Do not include the percent of time of any flex-entry appointment.
2. Sum the salary amounts for all funds (Items #14A-X), excluding the overload (Item #14Z) and flex-entry (Item #16) salary items.
3. Divide the total percent of time assigned for all appointments (step 1) into the sum of all salary amounts (step 2), giving a full-time equivalent (FTE) salary for all appointments. Double this amount to yield a nine-month FTE salary amount.
4. Summarize the FTE salaries (results of step 3) of ONLY the faculty who have percents of time assigned to appointments 01 and/or 02.
5. Tally all faculty with appointment codes 01 and/or 02 where FTE salaries are greater than zero.
6. Divide the total faculty with appointment codes 01 and/or 02 (results of step 5) into the total FTE salaries of faculty with 01 and/or 02 appointments (results of step 4) to yield the average nine-month FTE salaries.

For health-related salary computations:

1. Sum the percent of time assigned for all appointments (Items #13A-13E).
2. Sum the salary amounts for all funds (Items #14A-X)
3. Divide the total percent of time assigned for all appointments (step 1) into the sum of all salary amounts (step 2) giving a full-time equivalent (FTE) salary for all appointments.
4. Summarize the FTE salaries (results of step 3) of ONLY the faculty who have percents of time assigned to appointment 01.
5. Tally all faculty with appointment code 01 where FTE salaries are greater than zero.
6. Divide the total faculty with appointment code 01 (results of step 5) into the total FTE salaries of faculty with 01 appointments (results of step 4) to yield the average FTE salaries.

For community and technical colleges:

When computing average 9-month salaries, only the regular faculty identified in the Faculty Category (Item #17) whose Percent of Time Directly Related to Teaching (Item #16) is 100% will be used. The Contract Length will be divided into 9 to determine the ratio to multiply the contract salary by to yield a 9-month equivalent.

Award The credential granted a student for successful completion of a set curriculum such as a degree or certificate. (CBM009)

Glossary of Terms

August 14, 2017

Award Date The four-digit year and two-digit month that a student graduated with a degree or certificate. (CTC CBM009)

Baccalaureate-Level Certificate An upper-level undergraduate certificate requiring completion of an organized program of study that includes 21-36 hours in disciplinary areas where the institution already offers an undergraduate degree program. (Univ, HRI CBM009)

Baccalaureate Student The classification of a student who has previously earned a bachelor's degree. This classification corresponds to **Post-baccalaureate** on the university student report. (CTC CBM001)

Bachelor's Degree This award normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. This includes all bachelor's degrees conferred in a 5-year **Cooperative Education (Work-study Plan) Program**. Also includes degrees in which the normal 4 years of work are completed in 3 years. (Univ, HRI CBM009)

Base Year The time period that is used to collect semester credit or contact hours that are used in allocating the funding in the appropriation act each biennium. It is a 12-month period of time that ends in the term that the legislature is convened in a regular session. Depending upon the formula, credit or contact hours or full-time student equivalent headcount are summarized for the terms of the base year and used to allocate the funds in the appropriation bill each biennium. For courses that generate credit hours, the year begins with the first summer session of the summer term in even years and concludes with the following spring semester. For courses that generate continuing education units, the timeline is March in the even year through the following February. For formulas that are based on full-time student equivalent, the year begins with the first summer session of the summer term in even years and concludes with the following spring semester.

BAT Bachelor of Applied Technology degree offered at community colleges—currently, Brazosport College, Midland College, and South Texas College.

Biennium The two-year budget period used by Texas state government. A biennium begins on September 1 of an odd-numbered year and ends on August 31 of the next odd-numbered year. Each biennium contains two state fiscal years.

Black or African American The race of a person having origins in any of the black racial groups of Africa. (CBM001, CBM002, CBM008, CBM009, CBM00A, CBM00B, CBM00M, CBM00R, CBM00X, CBM0E1)

Block Hour Format An instructional delivery mechanism that allows a program and/or course to be offered in a shortened and more intensive time frame, usually requiring students to attend class for 30-40 contact hours per week.

Branch Campus A campus or site of an educational institution that is not temporary, is located in a community beyond a reasonable commuting distance from its parent institution, and offers organized programs of study, not just courses.

Building Cost That part of a project's total budget that includes only construction costs. It does not include movable or fixed equipment, site development, acquisition or demolition, architectural and engineering service fees, planning contingencies, or administrative costs.

Building Location The physical location of a building in relation to the institution's main campus. Academic/residence buildings (type code 2) and auxiliary services buildings (type code 3) are used by students whose semester credit hours are included in the institution's primary *SCH Enrollment Report* to the THECB. If a campus has its own enrollment separate from the main campus, it must have its own facilities inventory. (Univ, CTC CBM014)

Building Name A unique field to an institution that can be no longer than 50 characters in length (alpha and/or numeric). Abbreviate as necessary and leave a blank space between words. (Univ, CTC CBM014)

Building Number Each higher education institution is required to identify each building, regardless of its location, that is under the jurisdiction or control of the institution's governing board and submit it to the Coordinating Board to be placed with an associated name in a database called the Facilities Inventory. (Univ, CTC CBM005, CBM011, CBM014)

Building Perimeter Only the perimeter of the ground floor is reported to the THECB. It is measured where the walls meet the ground and does not include porches, sidewalks, and cosmetic structures. Measure to the nearest foot. (Univ, CTC CBM014)

Career School or Career College A business enterprise that maintains a Texas place of business operated on a for-profit or nonprofit basis and offering a range of academic programs from short courses to associate degrees. The Coordinating Board must approve and oversee degree programs offered by career schools and colleges, which in the past have been called "proprietary" schools or institutions.

Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105.332) A federal initiative to make the U.S. more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population principally through improving educational programs leading to academic, occupational, training, and re-training skill competencies needed to work in a technologically advanced society. Perkins funds for postsecondary initiatives are managed by the Coordinating Board and awarded annually.

CBM Acronym for Coordinating Board Management report.

CBM001 Student Report. This report reflects all students enrolled in credit courses at the reporting institution as of the official census date, which is the 12th class day for the Fall and Spring semesters (16-week session) and the 4th class day for each of the summer terms (6-week session). To be included in this report, students must be registered by the official census date, they must be registered for one or more Coordinating Board approved course(s) for resident credit at the reporting institution whether the course is taught on-campus or off-campus (including instructional telecommunications) and the institution must collect tuition and fees in full from the student or have a valid accounts receivable on record. To have a valid accounts receivable, the students are required to have a fully operational installment contract (in accordance with Chapter 54, Section 54.007 of the Texas Education Code by the payment due date in order to be in good standing. This includes payment of half the tuition and fees as a first installment prior to the beginning of the semester and the existence of a fully-signed contract by the payment due date. Students who withdraw from all classes on or before the official census date will not be included.

(1) On or before the dates for reporting official enrollments to the Texas Higher Education Coordinating Board each enrollment period, each community college shall collect in full from each student that is to be counted for formula funding purposes the amounts set as tuition by the respective governing boards.

(2) On or before the 20th class day for each regular semester and the 15th class day for each summer session, institutions other than community colleges shall collect from each student who is to be counted for state formula funding appropriations, the tuition and fees (mandatory and optional) established by state law or by the respective governing boards.

(3) Valid contracts with the United States government for instruction of eligible military personnel, approved financial assistance, and valid contracts with private business and public-service type organizations or institutions such as hospitals, may be considered as collected tuition and fees; the amount of collected tuition and fees may be adjusted pursuant to terms of the contract once actual collections are made.

The report may also include records of students who were officially enrolled in classes that began after the official reporting date of the prior term. They are identified with a code of “1” in a field called Flexible Entry. These records are not included in official headcounts for the current semester.

Universities may include additional records of doctoral students who generate doctoral funding in more than one doctoral funding area for credit hours attempted. A code of “3” in the Flexible Entry field identifies such a record.

Health-related institutions (HRI) identify professional students enrolled in academic coursework as a “dual degree” student with a code of “2” in the Flexible Entry field. General academic students enrolled in courses at a health-related institution via an inter-institutional agreement are identified with a code “4” in the Flexible Entry field. Full-time student equivalents used in the funding formulas each base year as part of the appropriation process are derived from the credit hours of academic HRI students and headcount of medical and dental students.

CBM002 Texas Success Initiative (TSI). This report includes all undergraduate students attempting credit hours and any others required to be reported for Texas Success Initiative (TSI) purposes, including transfer students who are registered for one or more Coordinating Board approved courses during the reporting period and high school students taking CB approved college courses for dual credit or as concurrently enrolled students. The report includes information known about students as of the end of the semester. Students who withdraw prior to or on the official census date are not included.

Each student described above will be reported on the CBM002 every reporting period that the student is enrolled at the reporting institution, whether the student has or has not taken a test for TSI purposes and whether the TSI standard was achieved or not met. The report must have a record for each semester the student attends the reporting institution.

Every student who is reported on the CBM00S should be reported on the CBM002. The CBM002 includes students in credit certificate programs, but excludes students in continuing education programs. In limited instances, students reported on the CBM002 will not appear on the corresponding CBM00S (see the CBM002 report introduction for more specific information about reporting requirements). After all CBM002 reports for a fiscal year have been received

and processed, the Coordinating Board reports student performance data by institution in the Texas Higher Education Accountability system and also publishes student performance data for the respective independent school districts in the Annual TSI High School Summary Report.

CBM003 University Course Inventory Report. To comply with the Section 61.052 of the *Texas Education Code*, the Board has created a computer file of courses which is identified as the CBM003 course inventory. Courses on the inventory automatically meet the annual reporting requirement. The inventory is valid for a complete academic year from September through August.

After certification of the Spring class reports each year (mid-April), the Coordinating Board makes a copy of each institution's annual course inventory for that academic year. This copy becomes the basis of the next academic year's course inventory. During the annual update, institutions make additions, deletions, and changes to this base inventory until it accurately reflects the slate of courses that they wish to be able to draw from during the next academic year.

CBM004 Class Report. This report will reflect conditions as of the official census date which is the 12th class day for the fall and spring semesters (16 week session) and the 4th class day for each of the summer terms (6-week session). All higher education institutions may schedule enrollment periods different from the standard periods noted above. The official census dates of the non-standard enrollment periods are defined in a table in the Introductory Section of the CBM001 report. This report will include classes in Coordinating Board approved courses for resident credit, whether the class is on-campus or off-campus (universities), in-district or out of district, or academic or technical (community, technical, and state colleges) for which semester credit hours are awarded. Enrollments included in this report must be of students who 1) are eligible to be reported on the **CBM001** or 2) are **inter-institutional** students. See also **Enrollment Overview-CBM004** for a complete list and description of all enrollment fields on the CBM004 that figure in the generation of semester credit hours, **SCH Generation** for the formulas used to calculate semester credit hours and **Off-campus SCH** for a definition of the off-campus semester credit hour summary on the CBM004.

State-fundable contact hours summarized from this report and the **CBM00C** are included in the funding formulas each base year as part of the appropriation process for community, technical, and state colleges. State-fundable credit hours summarized from this report are included in the funding formulas each base year as part of the appropriation process for universities.

CBM005 Building and Room Report. The purpose of this report is to collect data reflecting the building and room assignments as of the twelfth class day of the fall semester for universities and state and technical colleges. Only classes reported on the CBM004 that have been assigned to a specific room for a definite day(s) and time of the week and only rooms that are under the jurisdiction or control of the governing board are included in this report regardless of where the building is physically located. The building number, room number, and room type must match to the **Facilities Inventory** database maintained at the Coordinating Board. This data is used to calculate classroom and class laboratory utilization for average weekly hours of use.

CBM006 End of Semester Report. This report reflects the official enrollment (students who have not withdrawn or dropped), as of the final day of classes, for each semester in Coordinating Board approved courses at universities and community, technical, and state

colleges. These final enrollments can only be reported if they qualified to be reported, and were reported, on the CBM004 as of the official census date. All classes that were reported on the CBM004 for the semester that just concluded are reported here. Classes that appeared on the CBM004 for the semester and have no enrollment at the end of the semester are included in this report with zero enrollment. The final CBM006 was submitted summer 2011.

CBM008 Faculty Report. The purpose of this report is to collect data on the academic duties and service of each person who has any type of faculty appointment, regardless of the source of funds or their assignment. Included are research faculty, librarians, and administrators if they have faculty titles as well as faculty who may be on leave. Instructional faculty on-sabbatical leave are reported at their regular salaries, even when receiving a reduced amount. All faculty, including teaching assistants, identified on the **CBM00S (CBM004)** prior to summer 2011) class report are included here. Personnel associated only with classes in non-funded curriculum areas other than military science will be excluded.

For universities this report reflects conditions as of the end of the fall, spring, and summer semesters and salaries are those contracted for the reporting period. (Prior to the summer 2011 semester, this report was a census date report.)

For community, technical, and state colleges this report reflects conditions as of the end of the fall and spring semesters only and salaries are those contracted for the fiscal year. (Prior to the summer 2011 semester, this report was a census date report.)

For health-related institutions, this report contains only personnel who are on the payroll as of October 1 including instructional faculty, research faculty, librarians and administrators if they have faculty titles. Salaries are the annual budgeted salaries. Health-related institutions report the Faculty report only in the fall.

CBM009 Graduation Report. This is an annual report submitted in the fall semester. It will reflect degrees conferred during the fiscal year immediately preceding the fall semester in which the report is submitted.

For universities, only degrees listed in the institution's **Inventory of Approved Degree Programs** are to be reported. If a student is awarded more than one degree in a reporting period, a separate record for each degree appears.

For academic units of the health-related institutions, this report will include all students who have been awarded an Associate Degree or above during the fiscal year; for the professional schools, this report will include all students who have been awarded a professional degree (DDS, DO, MD, PharmD) during the fiscal year.

For community, technical, and state colleges, this report will include all degrees and certificates which have been awarded to students in active Coordinating Board approved programs during the fiscal year. Also included are *progress measures* of students who have completed the core curriculum and/or approved fields of study. By definition, the progress measures are not awards. The degree and certificate program approval codes for technical and continuing education programs must be on the Education and Training Clearinghouse Technical Programs Inventory. If a student is awarded an associate degree and a certificate concurrently, a separate record for each award must be submitted. Each progress measure will be submitted in a separate record but only once for each specific measure.

For independent colleges and universities, this report will include all degrees and certificates which have been awarded to students during the fiscal year. For career schools and colleges, the report will include all degrees and certificates which have been awarded to students during the reporting period.

CBM011 Facilities Room Inventory Report. This report includes distinctions for all types of space within a building and its intended design function. The building identification used to identify a room must be the same as the building identification used on the **CBM005**. It is required for public universities, technical colleges, state colleges, and Texas Southmost College; it is optional for all other community colleges.

CBM014 Facilities Building Inventory Report. This report includes facilities under the jurisdiction or control of the institution's governing board, regardless of its location. It may encompass many different types of structures, including marine/research vessels, aquarium structures, animal quarters, and trailers on wheels that are not mobile. If a building is not owned by the institution or is shared with other tenants, only the portion of the building leased or controlled by the institution and its pro rata share of gross, assignable area and non-assignable area is included. The building identification must be the same as the building identification used on the **CBM005**. It is required for public universities, technical colleges, state colleges, and Texas Southmost College; it is optional for all other community colleges.

CBM00A Students in Continuing Education Courses Report. This quarterly report is limited to public community, technical, and state colleges and includes all students enrolled as of the official census date in continuing education courses whose official census date occurs within the reporting period. Not included are students who are enrolled in non-credit courses that do not result in CEU's being awarded. Students enrolled in CEU classes may be reported if the courses, as actually taught, comply with "The Continuing Education Unit: Guidelines" of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS).

CBM00B Admissions Report. This report is to collect data to meet the requirements of Sections 51.801-51.807 of the Texas Education Code mandated by HB 588, the Uniform Admissions Bill. The data will meet the requirement that each university report on who applies, who is admitted, and who subsequently enrolls at each institution. The report is submitted once a year and the data contain applications for undergraduates, graduates, and professional level students for the summer and fall semesters. Only completed applications are reported. If a student has applied to more than one school or college within the university, only the school or college that ultimately accepts or rejects him has the application included in the report. This report is submitted by universities only.

CBM00C Continuing Education Class Report. This quarterly report is limited to public community, technical, and state colleges. Courses reported on the CBM00C include all specially approved continuing education courses as listed in the institution's inventory, courses listed in the current Continuing Education Guidelines and Common Course Manual, and courses listed in the continuing education section of the Workforce Education Course Manual. State-fundable contact hours summarized from this report and the **CBM004** are included in the funding formulas each base year as part of the appropriation process.

CBM00E Doctoral Exception Report. This biennial report is due in February in even-numbered years from each doctoral granting university identifying the doctoral students for

whom they wish the CB to grant an exception. The 75th Legislature placed a 99-hour limit on the number of doctoral semester credit hours per student eligible to generate formula funding (*Texas Education Code*, TEC 61.059). The Coordinating Board may approve two types of partial exceptions to the limit: program exceptions for students in programs where the field of study requires a higher number of semester credit hours to maintain nationally competitive standards; and individual exceptions for students whose “program of research is likely to provide substantial benefit to medical or scientific advancement.” Students granted exceptions generate up to 130 hours of doctoral funding.

CBM00M Marketable Skills Report. This report will include Marketable Skills Achievement (MSA) awards granted to community, technical, and state college students in active Coordinating Board-approved programs during the fiscal year. A marketable skills achievement award may be a credit program of 9-14 semester credit hours or a Workforce continuing education program of 144-359 contact hours. These awards meet minimum standards for program length specified in the federal Workforce Investment Act (WIA), but are too short to qualify as certificate programs on the Coordinating Board program inventory. Marketable Skills Achievement awards must meet the following criteria:

1. each award must be composed of approved WECM or ACGM courses;
2. a minimum of 50 percent of the semester credit hours (or contact hours for continuing education) in each award must be in a single CIP code area in which the college already has an authorized program on the program inventory;
3. each award must be recommended by an external workforce program advisory committee or Local Workforce Development Board; and
4. the college should document that the marketable skills achievement award either makes a student eligible for immediate employment or adds to the student's marketability to employers.

Also:

1. Only one Marketable Skills Achievement award per FICE/SSN combination is allowed per year.
2. If a student is awarded an associate degree and an MSA award concurrently, a separate record for each award will be submitted.

This is an annual report submitted in the fall semester following the close of the fiscal year.

CBM00N Student Number Change Report. The Texas Education Code, Sections 54.068 and 61.0595 sets an undergraduate funding limit for universities and health-related institutions equal to the length of degree plus 45/30 semester credit hours. The limit applies to the students who first enroll in an institution of higher education in the 1999 fall semester and later. The academic semester credit hours attempted at community, technical, and state colleges affect this limit. The Coordinating Board will maintain a database indicating the number of hours an eligible undergraduate student has accumulated toward the limit and in order to do so, the student identifying numbers (social security numbers), birth dates, and gender must be as accurate as possible. The database will become effective in fall of 2001. Corrections to this database are made via the CBM00N. This report can be submitted at any time.

CBM00R Residents/Fellows Report. This report reflects all medical/dental residents, including international medical graduates, in each primary care residency program and postdoctoral/research fellows at health-related institutions on September 1 of the reporting year. The due date for this report is October 1. The Primary care residency programs are defined as Family Practice, Internal Medicine, Pediatrics, Obstetrics/Gynecology, and Combined Medicine

and Pediatrics. Information submitted in the report will be used to make decisions regarding the distribution of Graduate Medical Education (GME) funds.

CBM00S Student Schedule Report. This report reflects individual courses and grades, by student, as of the final day for each semester, and includes only Coordinating Board-approved courses for credit, whether the class is delivered on-campus or off-campus (universities), in-district or out of district, or academic or technical (community, technical, and state colleges) for which semester credit hours are awarded. Students who withdraw from a class on or before the official census date are not included in this report. Enrollments included in this report must be of students who 1) are eligible to be reported on the **CBM0E1** or 2) are **inter-institutional** students.

CBM00X Students in Self-Supporting Courses and Programs. This report reflects all students enrolled in extension courses at the reporting institution as of the institution's official census date for each term during the annual reporting cycle. Students who withdraw from a class on or before the official census date should not be included in this report. This report is due September 15 each year and should include all extension students who were enrolled at a public university during the prior fiscal year.

Students included in this report:

1. all students enrolled in academic credit extension courses creditable toward a certificate, degree, or other formal award;
2. students enrolled in extension courses whether offered on-campus or at off-campus sites and centers in Texas;
3. high school students taking regular college courses for credit. Report these students in the classification in which they are recorded at the institution; and
4. students who have requested that their directory information not be released.

Students excluded from this report:

1. students enrolled exclusively in courses not creditable toward a formal award. Do NOT include students taking CEUs unless they are also enrolled in courses creditable toward a degree or other formal award;
2. students who are exclusively auditing classes;
3. students studying abroad (e.g., foreign university) if their enrollment at this institution is only an administrative record and the fee is only nominal; and
4. students in any branch campus located in a foreign country.

CBM0E1 Student End of Semester Report. This report reflects students enrolled at the reporting institution as of the final day of each semester. If a student withdraws from a class on or before the census date, the semester credit hours from that class will not be included in this report. The CBM0E1 matches the individual course records on the **CBM00S**. Students in flex entry courses are reported on the CBM0E1 in the semester they are reported on the CBM00S, even if they are not enrolled on the final day of the semester. This report includes all students registered for one or more Coordinating Board approved course(s) for resident credit at the reporting institution, whether the course is taught on-campus or off-campus (universities), in-district or out of district, or academic or technical (community, technical, and state colleges) for which semester credit hours are awarded. Students who register for a class that is organized with regular semester classes but whose first class day is not until after the term census date cannot have the hours reported on either the CBM001 or CBM004, but need to be reported on the CBM0E1.

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CBM Report File Name A series of reports for each CBM edit report will be posted in the institution's output area on the CB server to be retrieved for edit acceptance. The following naming convention is used:

Report_Semester_Year_Institution Type_FICE_Date/Time Stamp.txt where The semester is Fall, Spring, Summer, or Summer 2 and institution type is S for university, J for community or technical college, H for Health-related institutions, and I for independent institutions, and the date/time stamp is year, month, day, hour, minute, seconds, and tenth of second with the txt extender to denote a text file.

Example: CBM002_Fall_2006_S_003652_200701080822055.txt

C. E. Student Supplied by the Coordinating Board to identify each student on the CBM00A as a continuing education student. (CTC CBM00A)

CEEB Acronym for College Entrance Examination Board. The CEEB code is used to identify the high school that the student graduated from. It is required for Texas high school graduates that are coded as First-time-in-College, but is not required for students over the age of 25 or for students accepted in a master's, doctoral, or first-professional program for the first time. (CBM001)

Census Date The official day of record that public higher education institutions must determine the enrollments that qualify to be reported to the Coordinating Board for state reimbursement. Also referred to as Official Reporting Date (ORD). For fall and spring semesters, it is the 12th class day. For summer semesters, it is the 4th class day. The count of class days begins on the first day that classes are held in the term and includes each calendar day on which classes are normally held at the institution (e.g., Monday through Friday) until the official census date is reached. The official census day must be on a day that the Registrar's office is scheduled to be open so that a student will be able to drop or withdraw from class. The following schedule defines the official census date for terms of various lengths:

<u>Length of Term inWeeks</u>	<u>Official Census Date isClassDay#</u>
2 or less	1
3	2
4	3
5 - 6	4
7	5
8	6
9 - 10	7
11	8
12	9
13 - 14	10
15	11
16 or more	12

Census Date Enrollment Total number of students enrolled in the continuing education course section as of the official census date. If the reporting period is not the one in which the census date occurred, this item will be blank since it is an 'end of course' record. (CTC CBM00C)

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Census Month Month in which the census date of the continuing education class occurs. (CTC CBM00C)

Cert1 A level 1 certificate program consisting of at least 15 but no more than 42 semester credit hours (23-63 quarter hours) designed to be completed in one year or less. (CTC CBM009)

Cert2 A level 2 certificate consisting of at least 30 but no more than 51 semester credit hours (45-76 quarter hours). (CTC CBM009)

Cert3 An enhanced skills certificate associated with an AAS or AAA degree program. It may be Tech Prep or non-Tech Prep. It consists of at least six and no more than 15 semester credit hours (9-23 quarter hours) and may extend an AAS or AAA award to an overall total of no more than 87 semester credit hours (126 quarter hours). (CTC CBM009)

Certificate A formal award certifying the satisfactory completion of a postsecondary education program. (HRI, CTC, ICU, CSC CBM009)

Certificate – Level One A workforce education program of study that consists of at least 15 and no more than 42 semester credit hours (23-63 quarter hours). Level I certificate programs are exempt from the requirements of the Texas Success Initiative, although all certificate programs must provide for local assessment and remediation of students. (CTC CBM009)

Certificate – Level Three See **Enhanced Skills Certificate**.

Certificate – Level Two A workforce education program of study that consists of at least 43 and no more than 59 semester credit hours (64-89 quarter hours). Level 2 Certificates are subject to the requirements of the Texas Success Initiative. (CTC CBM009)

Certificate Program A technical program designed for entry-level employment or for upgrading skills and knowledge within an occupation. Certificate programs serve as building blocks and exit points for AAS degree programs. This award is approved by the CB at one of four levels, appears on the *Workforce Program Clearinghouse Inventory*, and is subject to the CB program evaluation process.

Certification Statement Written indication from the institution's designated Reporting Official that the data submitted for the specified CBM report is error-free and has been verified by the institution as correct and is approved for use in publications.

CEU Continuing education unit. One continuing education unit is normally defined as 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

CIP (Classification of Instructional Programs) An NCES publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs.

CIP Code Used to identify subject matter content of courses and major area of concentration of students. Texas adds a 2-digit suffix to the federal 6-digit code to identify instructional program

specialties and a second two digits to identify the funding area. (CBM001, CBM009, CBM0E1; Univ CBM003; CTC CBM004, CBM00C, CBM00A, CBM00S)

CIP of Program Major or Educational Focus The CIP code of the continuing education program major or the continuing education focus. The former takes precedence over the latter. All major codes in Continuing Education programs must match to a Coordinating Board-approved program in the Education and Training Clearinghouse Technical Program Inventory for the institution (district). If the student is not enrolled in a Continuing Education program, the institution chooses the CIP of the courses involving the most contact hours as the educational focus. (CTC CBM00A)

Class Identifier Subject Prefix, Course Number, and Section Number of each class record. (Univ CBM003; CTC CBM00C; Univ, CTC CBM004, CBM005, CBM008, CBM00S)

Class Laboratory A room used primarily by regularly scheduled classes that require special-purpose equipment for student participation, experimentation, observation, or practice in a field of study. Class laboratories may be referred to as teaching laboratories, instructional shops, computer laboratories, drafting rooms, band rooms, choral rooms, group studios. Laboratories that serve as individual or independent study rooms are not included. (Univ, CTC CBM005)

Classification Rank of student as of the census date of the reporting period. Listed below are the various ranks used by the CBM reports.

Associate - A student who has previously earned an associate's degree (CTC CBM001, CBM00S, CBM0E1)

Baccalaureate - A student who has previously earned a BA (CTC CBM001, CBM00S, CBM0E1)

Continuing Education Student - Reserved for students enrolled in Continuing Education courses only for the reporting period (CTC CBM00A)

Doctor's Level-Professional Practice Audiology - A student admitted to an approved Audiology program at the institution (Univ, HRI CBM001; Univ CBM0E1)

Doctor's Level-Professional Practice Chiropractic - A student admitted to an approved Chiropractic program at the institution (ICU CBM001)

Doctor's Level-Professional Practice Law - A student admitted to an approved Law program at the institution (Univ, ICU CBM001; Univ CBM0E1)

Doctor's Level-Professional Practice Optometry - A student admitted to an approved Optometry program at the institution (Univ, ICU CBM001; Univ CBM0E1)

Doctor's Level-Professional Practice Pharmacy - A student admitted to an approved PharmD program at the institution. Prior to admission to pharmacy school a student must complete at least 60 semester credit hours (SCH) of pre-pharmacy coursework (Univ, HRI, ICU CBM001; Univ CBM0E1)

Doctor's Level-Professional Practice Physical Therapy - A student admitted to an approved Physical Therapy program at the institution (Univ, HRI, ICU CBM001; Univ CBM0E1)

Doctor's Level-Professional Practice Public Health - A student admitted to an approved Public Health program at the institution (HRI CBM001)

Doctor's Level-Professional Practice Theology - A student admitted to an approved Theology program at the institution (ICU CBM001)

Doctor's Level-Professional Practice Veterinary Medicine - A student admitted to an approved Veterinary program at the institution (Univ CBM001, CBM0E1)

Doctor's Level-Research/Scholarship - Students who are admitted to an approved doctoral degree program. This includes students who have either completed a master's degree

which the institution recognizes as the equivalent of one year's work towards the doctoral degree on which the student is working or has earned at least 30 semester credit hours toward the proposed degree (Univ, HRI, ICU CBM001; Univ CBM00S, CBM0E1)

First Year Medical/Dental - A student in his/her first year of a Medical or Dental degree program (HRI CBM001)

Fourth Year BAT - A student who is in the fourth year of a Bachelor of Applied Technology program (CTC CBM001, CBM00S, CBM0E1)

Fourth Year Medical/Dental - A student in his/her fourth year of a Medical or Dental degree program (HRI CBM001)

Freshman - A first year undergraduate student who has completed less than 30 semester credit hours (Univ, CTC, HRI, ICU CBM001; Univ, CTC CBM00S, CBM0E1)

Junior - Generally, these are students with more than 59 but less than 90 semester credit hours in a 120 hour program (Univ, HRI, ICU CBM001; Univ, CBM00S, CBM0E1)

Lower Division – A student with no more than 72 semester credit hours (CTC CBM00S)

Master's Level - A student with a BA or equivalent and accepted into a graduate program. For the purposes of the undergraduate funding limit, an undergraduate student who has entered into a master's or professional degree program without first completing an undergraduate degree is considered to no longer be an undergraduate student after having completed the equivalent of a bachelor's degree or all of the course work normally taken during the first four years of undergraduate course work in the student's degree program (Univ, HRI CBM001; Univ CBM00S, CBM0E1)

Post-baccalaureate - A student who has previously earned a BA but is not enrolled in a graduate program (Univ, HRI, ICU CBM001; Univ CBM00S, CBM0E1)

Postdoctoral Specialty (Medical or Dental) - A student with a medical or dental degree admitted to a specialty program at a health-related institution (HRI CBM001)

Second Year Medical/Dental - A student in his/her second year of a Medical or Dental degree program (HRI CBM001)

Senior - Generally, these are students with more than 89 sch in a baccalaureate program (Univ, HRI, ICU CBM001; Univ CBM00S, CBM0E1)

Sophomore - Generally, these are undergraduate students who have earned more than 29 but less than 60 semester credit hours in a 120 hour program. Community, technical, and state colleges define sophomores as second year students or those with more than 29 but less than 72 semester credit hours (Univ, CTC, HRI, ICU CBM001; Univ, CTC CBM00S, CBM0E1)

Third Year BAT - A student who is in the third year of a Bachelor of Applied Technology program (CTC CBM001, CBM00S, CBM0E1)

Third Year Medical/Dental - A student in his/her third year of a Medical or Dental degree program (HRI CBM001)

Unclassified - Students enrolled at a community, technical, or state college with more than 72 semester credit hours and who have not completed an associate's degree (CTC CBM001)

Unclassified Undergraduates - Students who cannot be classified by year of study or student level. (ICU CBM001, Univ CBM00X)

Classification of Room Type The three digit code from the **Facilities Inventory** that represents the category of room in which the class is held. (Univ, CTC CBM005)

Classroom or Class Laboratory Utilization Calculation of the average weekly hours of use by students for classroom and class laboratory room types. (Univ, CTC CBM005)

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Clinical Clinical experiences provide workplace settings in which students learn and apply program theory and management of the work flow. Clinical experiences must take place in a health care setting and students must not be paid for the learning experiences. (CTC and University CBM004, CBM00C)

Clinical Facility A facility often associated with a hospital or medical school that is devoted to the diagnosis and care of patients in the instruction of health professions and allied health professions; medical instruction may be conducted, and patients may be examined and discussed. Clinical facilities include, but are not limited to, patient examination rooms, testing rooms, and consultation rooms.

Clinical Fellow/Fellow A physician who has completed training in at least one residency program and is pursuing additional clinical training leading to a certificate of special competence. (HRI CBM00R)

Clock Hour See **Contact Hour**.

College-Level Examination Program (CLEP) A national program of standardized examinations by which students can earn college credit at many institutions of higher education.

Common Application An application available in print or electronically that students can use to apply to one or multiple public universities. It is available on the Internet at www.applytexas.org.

Common Calendar A set of dates and information pertaining to the beginning and ending (and lengths) of academic semesters and sessions, applicable to all Texas public universities and community, technical and state colleges. CB Rule 4.5 pertains to common calendar. Click on [CommonCalendar](#) to access it.

Common Course Numbering System for Texas (TCCNS) A course numbering system for lower-division courses that assigns common course numbers to lower-division academic courses in order to facilitate the transfer of courses among institutions of higher education by promoting consistency in course designation and identification.

Community College General Academic Course Guide Manual See **Lower Division Academic Course Guide Manual**.

COMPASS An approved academic skills assessment instrument offered by ACT, Inc. that allows a student to satisfy one or more section(s) of the Texas Success Initiative (TSI) upon meeting the designated standard for that section or sections. (CBM002)

Completer Generally used to refer to a student who completes a Coordinating Board-approved core curriculum or field of study curriculum. The term is also used to refer to a student who completes a Coordinating Board-approved degree or certificate. (CTC CBM009)

Compliance A code of '1' indicates that the faculty member's duties during the reporting period conform with the institution's regulations regarding faculty workload. (Univ CBM008)

Composite Class The CB uses the term composite class to refer to cross-listed classes (classes that are taught at the same time in the same room by the same instructor but which have different class identifiers), courses with multiple instructors, and courses which meet in

multiple locations. Composite classes are reported with a two digit alphanumeric code assigned by the institution to identify classes. (Univ CBM004, CBM00S)

Concurrent Course Credit See **Dual Credit**.

Concurrent Enrollment Refers to a student who is enrolled at two or more postsecondary institutions at the same time. It is also used to identify high school students who are enrolled in high school and taking a college class or classes for college credit-only (not dual credit).

Condition Code The physical status and quality of a building at the time of the inventory, based on the judgment of those responsible for campus planning and development. For specific codes see Appendix H in the *Appendices for Reporting and Procedures Manual*. (Univ, CTC CBM014).

Construction Code The predominant type of construction used to build the facility. If a building is a combination of two or more construction types, choose the one that most reflects its dominant structural characteristic. See Appendix H in the *Appendices for Reporting and Procedures Manual*. (Univ, CTC CBM014).

Contact Hour A unit of measure that represents an hour of scheduled instruction given to students of which 50 minutes must be of direct instruction. Also referred to as clock hour. It is also a field on the CTC CBM004 and CBM00C which indicates the number of contact hours for which the class is actually scheduled. The total may be less but not greater than the total for which the course is approved on the course inventory. (CTC CBM001, CBM004, CBM00A, CBM00C, CBM00S, CBM0E1)

Contact Hour Overview (CTC CBM001, CBM00A) The following is a list of the fields which contain contact hours.

CBM001

1. Contact Hours-Developmental Education in Excess of State Limit – The number of contact hours which exceed the state limit (CB Rules Chapter 13 Subchapter F Section 13.107). See the *Community College General Academic Course Guide Manual* for a list of courses that are subject to this limit.
2. Inter-institutional Academic Contact Hours – The number of inter-institutional contact hours in approved academic courses for which the student is registered in the reporting period. An inter-institutional agreement must be on file with the CB. See **Inter-institutional Class**.
3. Inter-institutional Technical Contact Hours – The number of inter-institutional contact hours in approved technical courses for which the student is registered in the reporting period. An inter-institutional agreement must be on file with the CB. See **Inter-institutional Class**.
4. Contact Hour Load in Academic Courses, Current Registration (In-District) – The number of contact hours in approved academic courses taught in-district for which the student is registered in the current semester.
5. Contact Hour Load in Academic Courses, Current Registration (Out-of-District) – The number of contact hours in approved academic courses taught out-of-district for which the student is registered in the current semester.

6. Contact Hour Load in Approved Regular Technical Courses, Current Registration (In-District) – The number of contact hours in approved technical courses taught in-district for which the student is registered in the current semester.
7. Contact Hour Load in Approved Regular Technical Courses, Current Registration (Out-of-District) – The number of contact hours in approved technical courses taught out-of-district for which the student is registered in the current semester.
8. Contact Hours Technical-Not State-Funded – The number of contact hours in approved technical courses which are not allowed to be reported for state funding in the current semester.
9. Contact Hours Academic-Not State-Funded – The number of contact hours in approved academic courses which are not allowed to be reported for state funding in the current semester.

CBM00A

1. Contact Hour Load in Approved Continuing Education Courses, Current Registration – The number of contact hours in approved (state-funded) continuing education courses taught for which the student is registered in the current quarter.
2. Inter-institutional Continuing Education Contact Hours – The number of inter-institutional contact hours in approved continuing education courses for which the student is registered in the quarter. An inter-institutional agreement must be on file with the CB.
3. Continuing Education Contact Hours-Not State-Funded – The number of contact hours in approved continuing education courses which are not allowed to be reported for state funding in the current quarter.

Contact Hour Load in Academic Courses, Current Registration (In-District) See Contact Hour Overview (CBM001).

Contact Hour Load in Academic Courses, Current Registration (Out-of-District) See Contact Hour Overview (CBM001).

Contact Hour Load in Approved Continuing Education Courses See Contact Hour Overview (CBM00A).

Contact Hour Load in Approved Regular Technical Courses, Current Registration (In-District) See Contact Hour Overview (CBM001).

Contact Hour Load in Approved Regular Technical Courses, Current Registration (Out-of-District) See Contact Hour Overview (CBM001).

Continuing Education Certificate A Coordinating Board-approved workforce education certificate containing a coherent sequence of continuing education courses totaling 360 or more contact hours and listed on the college's approved inventory of programs.

Continuing Education Course A Coordinating Board-approved higher education technical course offered for continuing education units and conducted in a competency-based format. Such a course provides a quick and flexible response to business, industry, and student needs for intensive preparatory, supplemental or upgrade training and education and has specific occupational and/or apprenticeship training objectives. (CTC CBM00C)

Continuing Education Unit (CEU) Basic unit for continuing education courses. One continuing education unit (CEU) is 10 contact hours of participation in an organized continuing educational experience under responsible sponsorship, capable direction, and qualified instruction and not offered for academic credit.

Contract Instruction The delivery of a course or courses to meet the needs of a contracting entity, which may be a business, industry, or external agency. Refer to Chapter 9 of *THECB Rules and Regulations*.

Contract or Appointment Length The number of months, or portion thereof, of a faculty member's contract during the fiscal year. The appointment length is based on the number of months contracted for, not the number of installments in which salaries are paid. To compute the monthly contract length of a faculty who teaches for only 3 weeks, multiply the number of weeks times 12 and then divide that value by 52 weeks and round to the nearest tenth. Example: 3 weeks times 12 months divided by 52 weeks equals .69 or rounded equals .7 months. (CTC CBM008)

Co-operative Education (Work Study Plan) Program A type of external learning experience where students receive both lecture instruction and practical experience at a worksite in business, industry, or government. (CTC CBM004, CBM00S)

Core Curriculum The common part of every undergraduate curriculum that introduces students to a broad range of knowledge areas beyond their major and helps students develop basic intellectual competencies in reading, writing, speaking, listening, critical thinking, and computer literacy. In Texas, the core curriculum usually consists of 42-48 semester credit hours of course work distributed among the disciplines of communication, mathematics, the natural sciences, the arts and humanities, and the social and behavioral sciences. State law mandates the transfer of core curriculum courses between all public institutions of higher education.

Core Curriculum Completer A student may be reported as a core curriculum completer if the institution certifies that the student has satisfactorily completed all required elements and courses in the institution's approved core curriculum (including any hours transferred from other institutions). Core curriculum completers *must* have completed courses totaling at least the number of semester credit hours in the institution's approved core curriculum (range: 42-48 semester credit hours). (CTC CBM009)

Correspondence Course An academic credit course delivered through distance education that is either paper-based or electronic and that is largely self-paced.

Course End Date Year and month that the class ends in an YYYYMM format. (CTC CBM00C)

Course Inventory An annual list of courses offered by the institutions. In compliance with TEC Section 61.052, each governing board shall submit to the Board once each year on dates designated by the board a comprehensive list by department, division, and school of all courses, together with a description of content, scope, and prerequisites of all these courses, that will be offered by each institution under the supervision of the governing board during the following academic year. The electronic report by which schools submit courses is the CBM003. Every course that is reported on the university Class Report (CBM004) for state funding must be approved and thus match to the institution's course inventory. (Univ CBM003)

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Course Level The level of offering for instructional courses at postsecondary education institutions. Course levels are assigned relative to the intended degree of complexity or expected level of student comprehension rather than by the student level of those enrolled in the course. The course levels typically include developmental, lower division, upper division, masters, and graduate. (Univ CBM003)

Course Type Indicates whether the course is in one of the general academic, technical, third and fourth-year BAT, or continuing education categories. (CTC CBM004, CBM00C, CBM00S)

Credit Hour A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester system or a 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate or other formal award. (Univ, CTC CBM004, CBM00S)

Cross-Listed Class A course which is taught by the same instructor in the same class but which is listed in two different departments, such as an interdisciplinary course. Cross-listed classes are reported as composite classes. See **Composite Class**. (Univ CBM004, CBM00S)

CSC Acronym for Career Schools and Colleges.

CTC Acronym for Community and Technical Colleges.

Current Date of Birth The date to which the institution is updating the student's date of birth on the database which tracks undergraduates' SCH accumulation. (CBM00N)

Current Gender The gender to which the institution is updating the student's gender on the database which tracks undergraduates' SCH accumulation. (CBM00N)

Current Student Identification Number The ID number to which the institution is updating the student's ID on the database which tracks undergraduates' SCH accumulation. (CBM00N)

Data Analyst Every CBM report has been assigned to a data analyst in the Education Data Center (EDC). That person is available to help resolve reporting issues, whether it be in transmission of the data or to resolve errors in the edit process. Email is the best method of submitting your requests; however, complicated issues may be discussed by phone. The data analysts are identified in the General Reporting Issues of the *CBM Reporting and Procedures Manual* which can be found at <http://www.txhighereddata.org/ReportingManuals.cfm>.

Date of Birth Month, day, and four-digit year of the faculty member's or student's birthday. (CBM001, CBM002, CBM008, CBM009, CBM00A, CBM00B, CBM00M, CBM00X, CBM0E1)

Days of the Week Numeric value for each of the days per week that the class meets (e.g., Monday=1; Monday, Wednesday, Friday=135). (Univ, CTC CBM005)

Degree Any title or designation, mark, abbreviation, appellation, or series of letters or words, including "associate," "bachelor's," "master's," and "doctor's" and their equivalents and foreign cognates, which signifies satisfactory completion of the requirements of a program of study which is generally regarded and accepted as an academic degree-level program by accrediting agencies recognized by the Board. (Univ, HRI, CTC CBM009)

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Degree Conferred Abbreviation of the title (maximum of 8 characters) of the degree awarded from the institution's degree program inventory. (Univ, HRI, CTC CBM009)

Degree Program Any grouping of subject matter courses which, when satisfactorily completed by a student, shall entitle the student to a degree from an institution of higher education. A degree program is characterized by a disciplinary major which is the primary focus of course work.

Degree Program Inventory Database of Coordinating Board approved degree programs. The CBM009 compares the **degree conferred**, **level of degree**, and **major** (CIP) to this list. All three fields must match the degree program inventory exactly.

Designated Funds Locally generated funds that are designated by the board of regents. This fund distinguishes such internally designated funds from externally restricted funds as well as other current funds. Examples are fees and interest income. Higher Education Assistance Fund (HEAF) funds are reported as designated. (Univ, HRI CBM008)

Developmental Education Developmental education is defined as courses, tutorials, laboratories, or other efforts to bring students' skill levels in reading, writing, and mathematics to entering college level. English for Speakers of Other Languages (ESOL) and study skills or thinking skills courses are considered developmental education courses in the ACGM manual and fall under developmental education funding limits established by the Texas Legislature. (Univ, CTC CBM001, CBM004, CBM00S, CBM0E1)

Developmental Funding Limit Chapter 13, Subchapter F, 13.107. A general academic teaching institution (university) may not receive funding for developmental courses taken by a student in excess of 18 sch; a community college district or technical college or a state college may not receive funding for developmental courses taken by a student in excess of 27 sch or the equivalent. (Univ, CTC CBM001, CBM004, CBM00S)

Displaced Homemaker An individual who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; has been dependent on the income of another family member but is no longer supported by that income; is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; or is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. The code to identify a displaced homemaker is '7' or blank if not. This may be self-reported data. (CTC CBM001, CBM00A, CBM0E1)

Distance Education The formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50 percent) of instruction. (Univ, CTC CBM004, CBM00S)

Distance Education Course A course in which a majority (more than 50 percent) of the instruction occurs when the student(s) and instructor(s) are not in the same physical setting. A distance education course can be delivered synchronously or asynchronously to any single or multiple location(s) through electronic, correspondence, or other means. The course may be formula-funded or offered through extension, and it may be delivered to on-campus students and those who do not take courses on the main campus. A fully distance education course is a

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course which may have mandatory face-to-face sessions totaling no more than 15 percent of the instructional time. Examples of face-to-face sessions include orientation, laboratory, exam review, or an in-person test. Also see **Instructional Telecommunications**. (Univ, CTC CBM004, CBM00S)

Distance Education Degree or Certificate Program A program in which a student may complete a majority (more than 50 percent) of the credit hours required for the program through distance education courses.

DOB Date of birth – year, month, and day of birth in YYYYMMDD format. (CBM001, CBM002, CBM008, CBM009, CBM00A, CBM00B, CBM00M, CBM00X, CBM0E1)

Doctoral/Doctor's Degree An academic degree beyond the level of a master's degree that typically represents the highest level of formal study or research in a given field. The doctor's degree classification includes, but is not limited to, such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the Doctor of Philosophy degree in any field such as agronomy, food technology, education, engineering, public administration, radiology, or ophthalmology. (Univ, HRI, ICU CBM009)

Doctoral Funding Code Two-digit funding area of the course that generates the semester credit hours in **Doctoral Semester Credit Hours** field. (Univ CBM001, CBM0E1)

Doctoral Funding Limit [TEC 61.059(l)] Limits the fundable semester credit hours generated by a doctoral-level student (admitted to a doctoral program) in a doctoral-level class funded at the doctoral rate to 99, unless that student or program has been granted an exception requested by the institution, in which case, he/she is limited to 130. Students attending health-related institutions are granted program exceptions up to 130 hours.

Doctoral Hours Accumulated to Date The total number of hours reported on the CBM001 for a student classified as a doctoral student. (Univ CBM00E)

Doctoral Semester Credit Hours Funded Semester credit hours attempted in a doctoral-level course funded at the doctoral rate taken by doctoral-level students (admitted to a doctoral program). Such semester credit hours are grouped by funding code and the groups are reported in separate CBM001 records to allow the CB to identify semester credit hours funded at the lowest rates. Should the student exceed the maximum number of fundable semester credit hours (see **Doctoral Funding Limit**) the excessive semester credit hours will be dropped from funding calculations in order of increasing funding rate. (Univ CBM001, CBM0E1)

Doctoral Student A student admitted to an approved doctoral degree program at the institution. Such a student is one who a) has been officially admitted to a doctoral program and b) has completed a master's degree which the institution recognizes as the equivalent of one year's work toward the doctoral degree on which the student is working or at least 30 semester credit hours of work toward the proposed degree. (Univ, HRI, ICU CBM001; Univ CBM00S, CBM0E1)

Dual Credit A process by which a high school student enrolls in a college course and receives simultaneous academic credit for the course from both the college and the high school. (Univ, CTC CBM001, CBM00S, CBM0E1)

Duration of Class Length of time that the class meets expressed in minutes. (Univ, CTC CBM005)

Early College High School or Middle College The institution or entity that provides the outreach, curricula, and student learning and support programs for students who attain the Recommended or Advanced High School Program diploma and up to two years of college credit simultaneously.

Economically Disadvantaged Colleges may use one or more of the following standards to determine whether an individual is economically disadvantaged: 1) annual income at or below the federal poverty line, 2) eligibility for Aid to Families with Dependent Children or other public assistance programs (includes WIC program participants), 3) receipt of a Pell Grant or comparable state program of need-based financial assistance, 4) participation or eligible for JTPA programs included under Title II, and 5) eligible for benefits under the Food Stamp Act of 1977 or the Health and Humans Services (HHS) Poverty Guidelines, 403.114, page 36721 of final Rules and Regulations. Students should not continue to be reported as economically disadvantaged if their circumstances change and they no longer meet the definition of economically disadvantaged. The field will contain '2' if the student or family is economically disadvantaged. (CTC CBM001, CBM00A, CBM0E1)

EDC Acronym for Educational Data Center at the Texas Higher Education Coordinating Board.

EDC Password The Educational Data Center (EDC) reporting official at the institution (usually the registrar or institutional researcher) has been given the institution's password for the sftp.theccb.state.tx.us server. New reporting officials should contact EDC staff listed in the contact information provided in the General Reporting Issues of the *CBM Reporting and Procedures Manual*. You may request your password through e-mail; however, passwords will only be distributed by voice call or postal mail. If you are requesting your password through mail, specify your name, phone number, institution, and head reporting official. The EDC contact staff will then call you to deliver your password. CBM accounts have different passwords than the Financial Aid System (FADS) accounts for the same institution.

EDC Reporting Official The Educational Data Center accepts one person at each institution to be the official reporting person who is the institutional contact for the CBM reports and who certifies that the report(s) are useable in all output reports. This person may be the Registrar or the Institutional Researcher.

EDC Username In order to submit CBM files, one must log into the SFTP server with a username and password. The username and password are case sensitive. For an EDC user, the username is 'edcNNNNNN' where 'NNNNNN' is the institution FICE code. For example, if the FICE code is 123456, then the SFTP username will be 'edc123456'.

Educational and General (E&G) Budgeted resources that provide educational opportunities to the citizens of Texas through instructional programs leading to formal degrees at the baccalaureate, masters, and doctoral levels; research directed toward solving technical, social and economic problems facing the state and nation; and public service programs which apply the expertise of university personnel in solving public problems.

Educational and General Space (E&G) Net-assignable area which is used for academic instruction, research, and support of the institution's mission. It does not include auxiliary

enterprise space, space that is permanently unassigned, or space used for operations independent of the institution's mission.

Educational Objective Indicates whether the student is degree seeking (and which level), non-degree seeking, or undetermined. (CBM002)

End of Course Enrollment The number of students who have not withdrawn or dropped and who were enrolled on the final day of the class if the Course-end Date occurred within the reporting quarter. Students who did not qualify to be reported on the census date are not included in this total. NOTE: It is possible that a class' end date will not occur in the same quarter as the census date. In this event, the class will be reported twice; once in the quarter in which the census date occurred with all data that is available at the time, and again in the quarter in which the end date occurs. Compare **Census Date Enrollment**. (CTC CBM00C)

Enhanced Skills Certificate (formerly called Advanced Skills Certificate) An enhanced skills certificate associated with an AAS or AAA degree program. It may be Tech-Prep or non-Tech-Prep. It consists of at least six and no more than 15 semester credit hours (9-23 quarter hours) and may extend an AAS or AAA award to an overall total of no more than 87 semester credit hours (126 quarter hours). (CTC CBM009)

Enrollment (Preliminary) The uncertified, preliminary count of the number of students enrolled in higher education on the 12th day of class in a given fall semester. The figures are requested by the end of September in summary form to publish as a comparative report to the prior fall term. The preliminary enrollments are replaced by "certified" enrollments when they become available after the official enrollment reports are submitted to the Coordinating Board by higher education institutions.

Enrollment Affected by Undergraduate SCH Limit These are academic students officially enrolled in the section who qualify for state funding and who are affected by the undergraduate limitation of semester credit hours attempted. Included only are students in academic courses that apply toward an associate or first baccalaureate degree at an institution of higher education and for which the college receives state funding. (CTC CBM004, CBM00S)

Enrollment Audit An audit, conducted by the State Auditor's Office, in which auditors attempt to determine the accuracy of higher education enrollment records reported to the Coordinating Board for funding.

Enrollment Not Affected by Undergraduate SCH Limit These are the students who are officially enrolled, qualify for state-funding, and are not affected by the UG limit. These include students who already have a baccalaureate degree from an institution of higher education, students who pay the non-resident tuition rate, students in technical courses, academic students who enrolled as undergraduates in an institution of higher education prior to the 1999 fall semester, academic students who attempt the same course more than twice, and students enrolled in developmental courses where the student's accumulated developmental semester credit hours has not exceeded the developmental limit. (CTC CBM004, CBM00S)

Enrollment of Developmental Students Exceeding State Limit The number of students enrolled in this class section whose attempted developmental SCH at the reporting institution exceed the state funding limit. (See **Developmental Funding Limit**) (CTC CBM004, CBM00S)

Enrollment of Students Who Exceed State Funding Limit This field contains students enrolled in a class section where the attempted undergraduate SCH exceed the state funding limit (degree program plus 45/30 SCH). (See **Undergraduate Funding Limit**.) Also includes the number of students who are not allowed to be reported for state funding under the Physical Education Funding Limit and the students who have attempted the same course more than twice. (Univ CBM004, CBM00S)

Enrollment Overview (CBM004, CBM006) These fields are also listed individually in the glossary.

The university report has five categories of student enrollment covering nine separate fields:

1. Lower Level Enrollment Affected by Undergraduate State-funding Limit
2. Upper Level Enrollment Affected by Undergraduate State-funding Limit
3. Enrollment of Students Who Exceed State-funding Limits
4. Enrollment of Students Whose Developmental SCH Exceed State-funding Limits
5. Regular Enrollment (five fields: lower division, upper division, master's level, doctoral level, and special professional level)

Together, these are the total CBM004 reported enrollments for an institution. The first two categories are those students who are subject to the limit, but who have not yet reached it. The next two categories are those students who are subject to the limit who have exceeded the limit. To qualify for any of these four categories, both the student and the course must be subject to their respective limits. The last category is all those enrollments that do not qualify for any of the other categories. These include enrollment in religion and military science courses, enrollment in PE classes by transient students who have not exceeded the funding limit (see **Physical Education Funding Limit**) and all enrollment by students not affected by the UGL limit. All of these fields are exclusive of each other.

The community college report has four enrollment fields:

1. Enrollment of Developmental Students Exceeding State Limit
2. Enrollment Affected by Undergraduate SCH Limit
3. Enrollment Not Affected by Undergraduate SCH Limit
4. Enrollment of Students Not Eligible for State Funding

All of these fields are mutually exclusive of each other.

Entering Status Indicates whether the student has previous work on the degree program for which he is applying. The student may be either a transfer or have no previous work for the specific degree sought. This does not include transient students or former students when applying at the same degree level. (Univ CBM00B)

ERR Error Code Item - an 'E' indicates that one or more items within a data record are in error. The 'E' code remains as long as at least one item in the record remains in error. An 'E' record is not used in any standard reports.

Ethnic Origin A code whereby students and faculty are reported in the appropriate ethnic category: 1 = Hispanic or Latino origin; 2 = Not Hispanic or Latino origin; 3 = Not answered. (CBM001, CBM002, CBM008, CBM009, CBM00A, CBM00B, CBM00M, CBM00R, CBM00X, CBM0E1)

Exception Type A code indicating the type of doctoral exception reported on the CBM00E. The Coordinating Board may approve two types of partial exceptions to the limit: *program exceptions* (coded P) for students in programs where the field of study requires a higher number of

semester credit hours to maintain nationally competitive standards; and individual exceptions (coded I) for students whose “program of research is likely to provide substantial benefit to medical or scientific advancement.” Students granted exceptions generate up to 130 hours of doctoral funding. The third type of exception is a code of R to request that an exception be removed. (Univ CBM00E)

Exception Year The four digit year that a doctoral exception is submitted for approval. (Univ CBM00E)

Excess Hours Effective with students initially enrolling in the fall 1999 semester and subsequent terms, hours, including dual credit hours, attempted by a resident undergraduate student that exceed more than 45 hours of the number of hours required for completion of the degree plan in which the student is enrolled. Effective with students initially enrolling in the fall 2006 semester and subsequent terms, hours, including dual credit hours, attempted by a resident undergraduate student that exceed more than 30 hours of the number of hours required for completion of the degree program in which the student is enrolled. Beginning in fall 2009, dual credit courses are not included in the calculation of excess hours. For purposes of excess hours, resident undergraduate student includes a nonresident student who is permitted to pay resident tuition.

Exemption Allows a student to pay no tuition. In some cases, some or all fees will be included in the exemption. Under the TSI statute, exemption refers to several specified means by which a student may be excluded from the requirements of the statute. (CBM002)

Extension Courses and Programs Academic credit courses and programs delivered face-to-face or by distance education, including correspondence, whose semester credit hours are not submitted for formula funding. Face-to-face, academic credit extension courses and programs may be delivered on-campus or off-campus. This term does not apply to courses and programs delivered by community colleges to an extension center or extension facility unless the semester credit hours in the courses are not formula-funded. See **Students in Self-supporting Courses and Programs**. (Univ CBM00X)

Facilities In the context of the facilities inventory, “facilities” is synonymous with “buildings” or “rooms” in a building, but does not include outdoor areas.

Facilities Inventory A uniform coding structure to identify physical facilities' building and room records. It includes data fields for space type, conditions, size, how it is used, and program department codes. The building code, room code, and room type code on the CBM005 must match the corresponding codes on the Facilities Inventory prior to certification. (Univ, CTC CBM005, CBM011, CBM014)

Faculty People hired to teach classes at institutions of higher education or whose specific assignments are for the purpose of conducting instruction, research, or public service as a principal activity (or activities) and who may hold academic rank titles of professor, associate professor, assistant professor, instructor, other faculty or the equivalent of any of these academic ranks. (CBM008)

Faculty Category A code to allow the two-year institutions to identify faculty who are hired primarily to teach on a regular basis versus faculty who are hired for a temporary appointment,

such as adjunct faculty or professional staff whose primary job responsibility is non-faculty. (CTC CBM008)

Faculty FTE by Appointment Code Percent of time assigned to each faculty appointment by the institution and appears as part of the data summary of the CBM008. To compute the full-time equivalent amount sum the percent of time for all appointments for each faculty and divide the results by 100. The MIS database FTE calculation is based on the first two appointments, those related to the instruction function. (Univ, HRI CBM008)

Family's Gross Income Untaxed and taxed income from the most recent tax year of the undergraduate's family (also on Common Application). (Univ CBM00B)

Family Educational Rights and Privacy Act (FERPA) Federal law which protects privacy interests of parents and students in their educational records.

Family Obligations Indicated whether family obligations preclude participation in extra-curricular activities of the undergraduate student (also on Common Application). (Univ CBM00B)

Father's Educational Level The highest level of formal instruction received by the undergraduate student's father or male guardian: no high school, some high school but no diploma, high school diploma or GED or recognized home school, some college but not degree or certificate, bachelor's degree, graduate degree. (Univ CBM00B)

FICE Code A six-digit identification code created by the Federal Interagency Committee on Education. The FICE was originally used to identify all schools doing business with the Office of Education from the early sixties to the mid-nineties. The Coordinating Board adopted these codes as the identifier for each higher education institution in Texas. Around 1995 IPEDS began using a code called a unit-id to identify institutions that are accredited at the postsecondary level (college) by an agency recognized by the Secretary, U.S. Department of Education. These are the traditional institutions of higher education, formerly surveyed under the Higher Education General Information Surveys (HEGIS), plus any schools that are newly accredited institutions of higher education. Even though NCES modified the FICE by adding a two-digit suffix (00) and calling the new identifier an OPE number, the Coordinating Board still uses the six-digit FICE as its institution code for standard reporting of CBM data.

Field of Study Curriculum (FOSC) A set of courses that will satisfy the lower-division requirements for a baccalaureate degree in a specific academic area at a general academic teaching institution (university). A field of study curriculum affects academic degree programs at public colleges or universities as designated within the particular field of study curriculum.

Field of Study Curriculum Completer A student who has satisfactorily completed all courses in a field of study that has been approved by the Coordinating Board. (CTC CBM009)

First College-Level Mathematics, Writing, Reading Course As determined by the reporting institution, the first college-level mathematics, writing-intensive, and reading-intensive course reported on the CBM002. Report the grade made in such courses each semester for each time attempted until the student makes a grade of A, B, or C. (CBM002).

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First-Generation College Student A student who is the first member of his or her immediate family to attend a college or university; neither of his or her biological or adoptive parents have ever attended a college or university.

First Initial Student's or faculty member's initial of the first name. (CBM008; CTC CBM00A)

First-Professional Certificate (Post-degree) An award that requires completion of an organized program of study designed for persons who have completed the first-professional degree. Examples could be refresher courses or additional units of study in a specialty or subspecialty. (ICU CBM009)

First-Professional Degree The first degree in a disciplinary area that qualifies a person to practice in a profession. An award that requires completion of a program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least two years of college work prior to entering the program; and (3) a total of at least six academic years of college work to complete the degree program, including prior required college work plus the length of the professional program itself. First-professional degrees are discipline-specific, including, but not limited to, degrees such as Dentistry (DDS or DMD), Medicine (MD), Osteopathic Medicine (DO), Veterinary Medicine (DVM), Law (LLB, JD), Optometry (OD), Pharmacy (PharmD), (Univ, HRI, ICU CBM009)

First Term Enrolled Enter all four digits of the year and the two digits of the month when the student was first enrolled at the institution during the current reporting year. (Note: this might not be the first term overall when a student was enrolled, simply the first term this year.) (Univ CBM00X; CSC CBM001)

First-Time-Entering Student An entering student who has never attended any college. Also includes students who entered with advanced standing (college credits earned before graduation from high school). Students who have not completed their high school work are not included. (CBM001; Univ, CTC CBM0E1)

First-Time First-Professional Student A student enrolled for the first time in a first-professional degree program. Includes first-professional students enrolled in the fall term who entered the institution in the prior summer term. (Univ, HRI, ICU CBM001; Univ, CTC CBM0E1)

First-Time Freshman An entering freshman who has never attended any college. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school). Students who have not completed their high school work are not included. (CBM001; Univ, CTC CBM0E1)

First-Time Transfer A student entering the reporting institution for the first time but who is known to have previously attended another postsecondary institution at the same level. (Univ, HRI, CTC CBM001; Univ, CTC CBM0E1)

First-Time Undergraduate An undergraduate student entering college for the first-time after graduation from high school or who has never attended any college. Includes students enrolled in the fall term who attended college for the first time in the prior summer term of any college. Also includes students who entered with advanced standing (college credits earned before

graduation from high school). Students who have not completed their high school work are not included. (CBM001; Univ, CTC CBM0E1)

First Year Student Classification of a special-professional student in the first year of a medical or dental degree program. (HRI CBM001)

Fiscal Year The period of time beginning September 1 and ending on the following August 31, both dates inclusive, which coincides with the State of Texas' fiscal year. It is sometimes called academic year.

Flex Entry Only (Faculty Record) When a faculty member has taught an FE class during one semester, but did not teach any regular classes during the following semester, a faculty record must be provided on the CBM008 for the following semester. It will contain data for the FE class in the FE salary and percent of time fields and will be distinguished by a code of "1" in this field to indicate the faculty member did not teach during the reporting period and has been reported solely to provide a faculty match for the corresponding FE class on the CBM004. (Univ, CTC CBM008)

Flexible Entry Faculty Any faculty who teaches a class organized after the census date will have a record included in the data submitted for the semester following. If the faculty member is not teaching in the semester following, the record will include only data for the flexible entry class(es) in the flexible entry salary and percent of time fields and will be distinguished by a code of "1" in the **Flexible Entry Only** field. If the faculty member is teaching during the semester, the flexible entry data will appear in the regular record in the flexible entry fields for salary and percent of time. (Univ, CTC CBM008)

Flexible Entry Overview Means by which institutions can report and be funded for semester credit/contact hours in classes that were not organized by the census date (universities) or did not have its census date until after the census date of the term (CTC) but otherwise met the state-mandated funding requirements. While the semester credit hours generated in such classes are treated in all respects as any other semester credit hours, the students in these classes, even though reported on the CBM001, are not included in the institution's official headcount if they are enrolled solely in FE classes. Similarly, faculty teaching such classes are reported on the CBM008 but are not included in official headcounts of faculty if they appear solely for teaching FE classes. (CBM001, CBM004, CBM008, CBM00S, CBM0E1)

Flexible Entry Record (Class) For universities, classes that are organized after the official census date. A class is organized when students have registered and paid fees. For community colleges, classes whose census date falls after the census date of the regular term. Such classes will be reported in the following semester and be identified by "FE" in the last two digits or "F" in the last digit of the Section Number on the CBM004 (Univ, CTC CBM004, CBM00S)

Flexible Entry Record (Student) When a student is enrolled in a flexible entry (FE) class, the student will have an FE record submitted in the following semester. It contains credit or contact hour data pertaining to that class. It is separate from and independent of any record generated by the student's enrollment in the current reporting period. On the university and community, technical and state college report, it is distinguished from regular records by a code of '1' in the Flexible Entry field. In summarizing an unduplicated headcount for the term, the Flexible Entry records are bypassed. (Univ, HRI, CTC CBM001; Univ, CTC CBM0E1)

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A '3' in this field indicates that a university doctoral student has generated doctoral funding in more than one doctoral funding area during the semester. In order to capture all the doctoral credit hours by funding area for the term, a separate student record must be submitted for each doctoral funding area in which the doctoral student generates credit hours. So that the additional records are not considered in an unduplicated headcount, the '3' indicates that the record should be bypassed in the headcount summation.

A '2' in this field indicates a first-professional student at a health-related institution is enrolled in academic class work as a "dual degree" student at an academic component of the health-related institution; a "4" indicates an academic student at a health science center is taking inter-institutional courses at a health science center. (HRI CBM001)

Formula-Funded Course An academic credit course delivered face-to-face or by distance education whose semester credit hours are submitted for formula funding. (Univ, CTC CBM004, CBM00S)

Formula Funding The method used to allocate appropriated sources of funds among institutions of higher education.

Fourth Year Student See **Senior**. Also a classification of a special-professional student in the fourth year of a medical or dental degree program. (Univ, HRI, ICU CBM001; Univ CBM00S, CBM0E1)

Freshman A student who has completed fewer than 30 semester credit hours in a 120 semester credit hour program. (CBM001; Univ, CTC CBM00S, CBM0E1)

Full-Time Equivalency of Student The student's percent of time enrolled in relation to a full or normal workload at the institution during the reporting period. Each institution has a policy that determines a full or normal workload. An equivalency for a medical or dental professional student should be entered by semester as well. In calculating an annual FTE, the fall and spring FTEs will be divided by 2 and the summer FTE will be divided by 3 and added per student. A student who enrolls in several courses, and the sum of the credit hours is in excess of a "normal" work load, is coded as 100 percent. (HRI CBM001)

Full-Time Student In determining financial aid and graduation rates an undergraduate student enrolled in 12 or more semester credit hours in a long semester is considered full-time. An academic graduate student (master's, doctoral, or first-professional) enrolled for 9 or more semester credit hours in a long term or students involved in thesis or dissertation preparation are considered full time by the institution.

A first-professional medical or dental student full-time status is based on institutional definition.

A two-year college continuing education student enrolled for 24 or more contact hours a week during a quarter is considered full-time.

Full-Time Student Equivalent (FTSE) The Texas guideline for credit students uses a standard student credit hour load that would allow a student to graduate in a minimum number of 15-week semesters for their degree program. The Texas guideline for continuing education students at the two-year colleges uses 300 contact hours per quarter as the standard contact hour load for a full-time student equivalent.

To compute the **annual** average FTSE enrollment of credit-hour students, determine the total yearly number of credit hours (including summer sessions) and apply the following conversion factors as applicable:

- 1 annual undergraduate FTSE student = 30 undergraduate semester credit hours
- 1 annual master's FTSE student = 24 master's semester credit hours
- 1 annual first-professional FTSE student = 24 first-professional semester credit hours, except Optometry which is 34
- 1 annual doctoral FTSE student = 18 doctoral semester credit hours

To compute a **semester** average FTSE enrollment of credit-hour students, use a fall or spring term of credit hours and apply the following conversion factors as applicable:

- 1 semester undergraduate FTSE student = 15 undergraduate semester credit hours
- 1 semester master's FTSE student = 12 master's semester credit hours
- 1 semester first-professional FTSE student = 12 first-professional semester credit hours
- 1 semester first-professional FTSE Optometry student = 17 semester credit hours
- 1 semester doctoral FTSE student = 9 doctoral semester credit hours

To compute the annual average FTSE enrollment for continuing education enrollments at two-year colleges, sum the continuing education contact hours for a year and equate each 900 contact hours as equal to 1 annual FTSE student.

To compute the quarter average FTSE enrollment for continuing education enrollments at two-year colleges, sum the continuing education contact hours for a quarter and equate each 300 contact hours as equal to 1 quarter FTSE student.

To determine an annual FTSE enrollment for medical and dental students use the unduplicated fall enrollment at the health-related institution.

Funding Code A 2-digit numeric code that identifies an associated rate to apply to the credit or contact hours generated by student enrollment in each approved course taught during a base year, which does not align with an academic or calendar year.

State appropriations to each university are allocated based on the credit hours generated in each of the 20 program areas and five levels where the level is determined by the course content and the classification of the students enrolled. (Univ CBM003)

For two-year colleges, the funding codes are based on subject matter content using a matrix of CIP codes. There are 27 possible categories and the associated rates are multiplied times the contact hours generated in each category, independent of whether the course is academic or technical or the student is earning credit hours or continuing education units. (CTC CBM004, CBM006, CBM00C)

Gender The gender of a student or faculty member. An 'M' denotes male and an 'F' denotes female. (CBM001, CBM002, CBM008, CBM009, CBM00A, CBM00B, CBM00M, CBM00R, CBM00X, CBM0E1)

General Academic Teaching Institution A Texas public university.

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General Appropriations Act An act adopted by the Legislature each biennium that contains most of the appropriations made by the Legislature for the next biennium.

General Educational Development (GED) Refers to the Tests of General Educational Development, which provide an opportunity to earn a high school credential. The GED program, sponsored by the American Council on Education, enables individuals to demonstrate that they have acquired a level of learning comparable to that of high school graduates.

General Revenue Appropriations Appropriations of state tax dollars made by the Legislature.

Governing Board The body charged with policy direction of any public community/junior college district, technical college system, public university, or other educational agency, including, but not limited to, boards of directors, boards of regents, or boards of trustees.

Grade Points Earned The numerical value assigned to letter grades to provide a basis of quantitative determination of an average. The grade assignments in a four-point system are A = 4, B = 3, C = 2, D = 1, and F = 0 in non-developmental education courses taken during the reporting period. (CBM002)

Graduate Level Course Course offerings at a level of comprehension usually associated with master's and doctoral students. (Univ CBM003)

Graduate Medical Education (GME) Also called residency training. Refers to clinical training following graduation from medical school leading to specialty certification. Graduate medical education varies in length by specialty from three to seven years. Texas, like most states, requires one year of graduate medical education to be eligible for state licensure. (HRI CBM00R)

Graduate Semester Credit Hours of Seniors The number of semester credit hours attempted in graduate courses by students classified as seniors who are within 12 credit hours of their first baccalaureate. (Univ CBM001, CBM0E1)

Graduate Student A student who, after earning a baccalaureate degree, is enrolled in a course of study leading to a graduate degree (e.g., master of arts, master of science, or doctor of philosophy). (Univ, HRI, ICU CBM001; Univ CBM00S, CBM0E1)

Graduation Rate The percentage of a given college-entering cohort of degree-seeking students who graduate in a specific period of time, normally six years. For purposes of the "Baccalaureate Graduation Rates – First-Time-Entering Undergraduates" and "Baccalaureate Graduation Rates – First-Time-Entering Freshmen," the cohort consists of fall first-time, full-time undergraduates (or freshmen) plus summer first-time students who continue in the fall and are full-time in the fall. The summer students need not be full time in the summer. They are evaluated for full-time status based on their fall enrollment. For two-year institutions, it is the students who graduate with an associate degree or certificate within three years. For four-year institutions, it is the students who graduate with a baccalaureate degree within six years.

Gross Area The sum of the floor areas of a building included within the exterior walls for all stories or areas that house floor surfaces, including attics, basements, sub-basements, penthouses, mechanical rooms, etc. These are areas with six-foot-six clear headroom or areas with lower ceilings that are usable for storage or other purposes. Gross area does not include

cornices, pilasters, buttresses, etc. that extend beyond wall surfaces. Do not include open, unroofed courts even if surrounded by the building. The air space or open space above auditoriums and other similar rooms that extends through two or more floor levels is not included in the gross square footage. (Univ, CTC CBM014)

Gross Square Feet (GSF) The sum of all square feet of floor areas within the outside faces of a building's exterior walls.

Guidelines for Instructional Programs in Workforce Education (GIPWE) A Coordinating Board approved publication containing policies and procedures related to the proposal and approval of workforce education courses and programs for Texas public institutions.

Headcount The count of students enrolled or faculty reported. The **CBM001** headcount is the unduplicated count of non-FE. The flexible entry records and special doctoral records are not included in the official headcount for a term. The **CBM002** headcount is the total number of CBM002 records. The **CBM008** headcount is the summation of the faculty records minus flexible-entry-only records. The **CBM009** headcount is the total records reported on the degree file, not including multiple degree records. (CBM001, CBM002, CBM008, CBM009, CBM00A, CBM00B, CBM00M, CBM00R, CBM00X, CBM0E1)

Headcount Faculty The number of individual persons who are members of the faculty. Includes both part-time and full-time individuals. (CBM008)

HEGIS Higher Education General Information Survey was a system of surveys conducted by the National Center for Education Statistics (NCES) between 1966 and 1985. Texas continued to use the HEGIS codes to categorize technical programs until 1995 and Room assignments until 1999.

Higher Education Assistance Fund (HEAF) A constitutionally-dedicated fund that provides money for capital expenditures at institutions that are not eligible to use the Available University Fund for those purposes. HEAF funds may be used for new construction, repair and rehabilitation, capital equipment, and library resources. The Coordinating Board is required by statute to advise the Legislature every five years on the allocation of money from the fund.

Higher Education Center A Multi-Institution Teaching Center, University System Center, or single institution center established by the Legislature or approved by the Coordinating Board for the specific purpose of offering academic credit courses and programs from the parent institution(s). Higher education centers are of a larger size and offer a broader array of courses and programs than higher education teaching sites. They have minimal administration and (usually) locally provided facilities. (Univ, CTC CBM004, CBM006, CTC CBM00C)

Higher Education Regional Council (HERC) A group composed of representatives from all public higher educational institutions that exist within regional areas of the state. Every region has a council. Its purpose is to coordinate planning among institutions by reviewing and recommending to the Coordinating Board institutional plans for out-of-district or distance education offerings.

Higher Education Teaching Site An off-campus teaching location that promotes access in an area not served by other public universities. Teaching sites offer a very limited array of courses and/or programs and do not entail a permanent commitment for continued service. Teaching

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sites may not own facilities, nor are they eligible for state support to acquire or build facilities. Teaching sites do not require Board approval or recognition. (Univ CBM004, CBM006, HRI CBM001)

Highest Earned Certificate/Degree Highest earned certificate or degree by the faculty member. (CTC CBM008)

Hispanic or Latino An ethnic origin of a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. (CBM001, CBM002, CBM008, CBM009, CBM00A, CBM00B, CBM00M, CBM00R, CBM00X, CBM0E1)

HRI Acronym for Health-related Institution.

Hybrid/Blended Course A distance education course in which a majority (more than 50 percent but less than 85 percent) of the planned instruction occurs when the students and instructor(s) are not in the same place. (Univ, CTC CBM004, CBM00S; CTC CBM00C)

Independent Colleges and Universities of Texas, Incorporated (ICUT) A professional association of Texas independent institutions.

Independent Institution Colleges and universities that are not public, state-supported institutions. Independent institutions are also known as "private" institutions. Also see **Private Institution**.

Independent Study Class instruction type that includes, but is not limited to, conference courses and individual problems courses. (Univ CBM004, CBM00S)

In-District Student A community college student who is a legal resident of the locality (taxing district) in which he/she attends college and thus is entitled to reduced tuition charges if offered by the institution. (CTC CBM001, CBM004, CBM00C, CBM00S, CBM0E1)

In-District Tuition The tuition charged by a community college to those students residing in their taxing district. This may be a lower rate than in-state tuition offered by the institution. (CTC CBM001, CBM0E1)

Individual Instruction Classes Includes the following modes of instruction – practicum, independent study, private lessons, thesis, dissertation, and individualized. (Univ, CTC CBM004, CBM00S; CTC CBM00C)

Individualized Instruction Includes Internet, videotape, audio-tutorial and similar types of individualized instruction. (Univ, CTC CBM004, CBM00S; CTC CBM00C)

Individuals With Disabilities Students who receive special services through a special populations coordinator or a state program. It is typically self-reported. Students referred to the college by the Department of Assistive and Rehabilitative Services for education and training should be reported in this category. (CTC CBM001, CBM00A, CBM0E1)

Initial Occupancy Date The four-digit calendar year of the initial occupancy of the building by the building's original owner, whether the institution owns it or not. (Univ, CTC CBM014)

Initial Test Route The first test attempted to meet the College Readiness requirement of the Texas Success Initiative. All three sections are expected, but not required, to be attempted on the initial attempt. (CBM002)

In-State Student A student who is a legal resident of the state (Texas) in which he/she attends college. (CBM001; Univ, CTC CBM0E1)

In-State Tuition The tuition charged by institutions to those students who meet the state's or institution's residency requirements. (Univ, CTC CBM001, CBM0E1)

Institution of Higher Education As defined in the Texas Education Code (§61.003), any public community college, senior college or university, medical or dental unit, or other agency of higher education, such as the Texas Engineering Extension Service. Also includes independent junior, senior, and health-related institutions.

Instruction Mode The method by which the instruction is delivered (e.g., face-to-face, internet, other electronic media). (Univ, CTC CBM004, CBM00S; CTC CBM00C)

Instructional Telecommunication (Univ, CTC CBM004, CBM00S; CTC CBM00C)

- (a) Instruction in which the majority of the instruction occurs when the student and instructor are not in the same physical setting. A class is considered a distance education class if students receive more than one-half of the instruction at a distance. Distance education can be delivered synchronously or asynchronously to any single or multiple location(s): (1) other than the "main campus" of a senior institution (or "on campus"), where the primary office of the chief executive officer of the campus is located; (2) outside the boundaries of the taxing authority of a community/junior college district; or (3) via instructional telecommunications to any other distance location.
- (b) Delivery systems may include, but are not limited to, one or more of the following: interactive video, open-channel television, cable television, closed-circuit television, low-power television, communication and/or direct broadcast satellite, satellite master antenna system, microwave, video tape, video disc, computer software, computer networks, and telephone lines.
- (c) The Board retains final authority for the offering of all classes, courses, programs, and degrees, and may take whatever action it deems appropriate to comply with the law or to maintain a high-quality and cost-effective system of distance education and off-campus instruction for the state.
 - (1) Each course and program offered under the provisions of this subchapter must be within the role and mission of the institution responsible for offering the instruction. Each course must be on the offering institution's inventory of approved courses, and each program must be on the offering institution's inventory of approved programs.
 - (2) Prior approval may be required before an institution may offer courses and programs under the provisions of this subchapter in certain subject area disciplines or under other conditions specified by the Board.
 - (3) No doctoral or special professional degree programs may be offered via distance education or off-campus instruction without specific prior approval by the Board. The Commissioner may approve delivery to other off-campus sites or via other delivery modes doctoral or special professional degree programs that have previously been approved by the Board for electronic or off-campus delivery.
- (d) A "Reception Site" is any location that receives instruction via instructional telecommunications. This may include campuses, health agencies, business and industrial

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- sites, public schools, homes, or any other locations where students may receive instruction.
- (e) Institutions shall not submit for formula funding semester credit hours generated through distance education by any student who is not a Texas resident or is not physically located in Texas. In limited cases, exceptions can be approved by the Commissioner.
 - (f) Instruction delivered out-of-state through distance education to non-Texas residents should be treated as extension courses; institutions shall charge appropriate fees to cover the cost of instruction.

Instructor A faculty member of an institution of higher education who is tenured or is on tenure-track and who does not hold the rank of assistant professor, associate professor, or professor. (CBM008)

Integrated Postsecondary Education Data System (IPEDS) The education data collection program used by the U. S. Department of Education National Center for Education Statistics (NCES). It is a single, comprehensive data collection system developed to encompass all institutions and organizations whose primary purpose is to provide postsecondary education.

Inter-institutional Class A class in which the faculty and course of one institution are provided to the students of another and the institutions have an agreement on file with the CB. As determined by the agreement, either the providing institution may report all sch for funding, or each of the participating institutions may report the sch generated by their own students. (Univ, CTC CBM004, CBM00S; CTC CBM00C)

Inter-institutional Continuing Education Contact Hours See **Contact Hour Overview (CBM00A)**.

Inter-institutional FICE This is the six-digit FICE code of the providing institution of the faculty of record. (CTC CBM00C)

Inter-institutional ID An indicator of '1' for students who are enrolled in another institution and will not appear on the reporting institution's CBM001. (Univ CBM004, CBM00S)

Inter-institution SCH Load The number of semester credit hours in inter-institutional courses for which the student is registered during the reporting period and that qualify for state funding. (HRI CBM001)

International Baccalaureate (IB) Program An internationally recognized curriculum that offers 11th and 12th grade high school students the opportunity to earn an IB diploma. IB diploma holders may obtain advanced standing at some colleges and universities. In the IB Program, students gain a broad world view; take an in-depth approach to academics; and develop time management, problem-solving, research, and organizational skills that will help them well beyond college.

International Medical Graduate (IMG) A graduate of a medical school located outside of the U.S., Canada, or Puerto Rico.

International Student International denotes a person who is not a citizen or permanent resident of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely. May also be referred to as non-resident alien. (CBM001, CBM002, CBM008, CBM009, CBM00A, CBM00B, CBM00M, CBM00R, CBM00X, CBM0E1)

Internship A supervised, external learning experience for students in non-health professions programs. Internship experiences provide workplace settings in which students learn and apply program theory and management of the work flow. Internship experiences take place in any setting outside of health care and students may or may not be paid for the learning experiences. (CTC CBM004, CBM00S, CBM00C)

Junior A student classification of a student who has completed at least 60 semester credit hours but no more than 89 semester credit hours. (Univ, HRI, ICU CBM001; Univ CBM00S, CBM0E1).

Laboratory A learning activity designed for individual or group study of a particular subject matter area involving the practical application of theory through observation, experimentation, and research; or in the case of foreign language instruction, the involving of learning through demonstration, drill, and practice. (Univ, CTC CBM004, CBM00S; CTC CBM00C)

Laboratory Contact Hours The maximum number of hours per week students are required to spend in contact with teaching staff in a laboratory situation associated with each course. (Univ CBM003)

Language Fluency Indication that a language other than English is spoken fluently (also on Common Application). (Univ CBM00B)

Last Name Student's or faculty member's last name (CBM001, CBM008, CBM009, CBM00A, CBM00B, CBM00R, CBM00X, CBM0E1)

Last Term Enrolled Four digits of the year and two digits of the month when the student was last enrolled at the institution during the year. (Univ CBM00X, CSC CBM001)

Lecture An activity in which the faculty member gives an oral presentation of facts or principles; students are usually responsible for note taking. (Univ, CTC CBM004, CBM00S; CTC CBM00C)

Lecture Contact Hours The maximum number of hours per week students are required to spend in contact with teaching staff in a lecture situation associated with each course (e.g., conference, seminar, individual instruction, or independent student). (Univ CBM003)

Legislative Appropriations Request (LAR) Documents developed each biennium in which state agencies and institutions indicate their financial needs for the next biennium to the Legislature.

Legislative Budget Board (LBB) An agency that consists of 10 members of the House and Senate. The LBB staff is responsible for a wide range of activities associated with the appropriations process.

Level of Award/Degree A code identifying a formal recognition certifying successful completion of a prescribed set of courses or program of study. (i.e., certificate, associate degree, baccalaureate, masters', doctoral degree, core curriculum completer, field of study completer, marketable skills achievement award) (CBM009, CTC CBM00M)

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Level of Course See **Course Level**.

Limited English Proficiency A student who has limited ability in speaking, reading, writing, or understanding the English language, and whose native language is a language other than English; or who lives in a family or community environment in which a language other than English is the dominant language. The field contains a '4' if the student has limited English proficiency and blank if not applicable. (CTC CBM001, CBM00A, CBM0E1)

Local Need Course A workforce education course approved for a specific college. (CTC CBM004, CBM00S)

Location Code The physical location of the class by site category (e.g., state, foreign country, military bases, correctional institutions, other campuses, health agencies, business and industrial sites, or public schools). For the Facilities Building Report, the physical location of the building is in relation to the main campus. (See the possible codes in Appendix H in the *Appendices for the Reporting and Procedures Manual*). (Univ, CTC CBM004, CBM014, CBM00S; CTC CBM00C)

Lower Division Academic Course Guide Manual (ACGM) The official list of approval numbers for general academic transfer courses that may be offered for state funding by public community and technical colleges in Texas. It lists a basic core of general academic courses which are freely transferable among all public institutions of higher education in Texas in accordance with the Texas Education Code, §61.051(g). TCCNS numbers are assigned to most courses in the manual. Academic courses reported on the CTC CBM004 must appear either on this list of approved courses or in the **Special Approval/Unique Need Inventory**. See **Academic Course Guide Manual**. (CTC CBM004, CBM00S)

Lower Division Course Course offerings at a level of comprehension usually associated with freshman and sophomore students. (Univ CBM003)

Lower Division Student An undergraduate student who has earned 60 or fewer semester credit hours and has not earned any degree. (Univ CBM004, CBM00S)

Lower-Level Enrollment Affected by Undergraduate State Funding Limit Those students who, during the reporting period, are at the lower division level and who are enrolled in higher education for the first time in fall 99 or later and therefore are subject to the limitation established by SB 345, **Undergraduate Funding Limit**. This field is used only if the course itself, as well as the student, is subject to the limit. For example, enrollment in developmental classes would not appear in this field. (Univ CBM004, CBM00S)

Main Campus The primary campus or campuses of an institution of higher education supplying instruction and supported by on-site administration. Also referred to as on-campus.

Major A subject-matter area in which a student may specialize by taking a specified number of courses as a part of the requirements for completion of a program of study. It is identified with a six- or eight-digit **CIP code** of the program in which the award is to be conferred. (CBM001, CBM009, CBM0E1)

MAPS An academic assessment instrument that was allowed as an approved test until June 4, 2003.

Marketable Skills Achievement Award See *Occupational Skills Achievement Award*

Master's Certificate (post-degree) An award that requires completion of an organized program of study designed for persons who have completed the master's degree. Examples could be refresher courses or additional units of study in a specialty or subspecialty. (HRI CBM009)

Master's Degree An award that requires the successful completion of a program of study of at least the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree.

Master's Level Course Course offerings at a level of comprehension usually associated with master's students. The numerical value is a '5'. (Univ CBM003)

Master's Student A student possessing a baccalaureate degree or the equivalent and admitted to an approved master's degree program at the institution. (Univ, HRI, ICU CBM001; Univ CBM00S, CBM0E1)

Medical License Number of Institutional Permit Number Provide the Texas medical license or institutional permit number. (HRI CBM00R)

Medical School of Graduation Provide the six-digit code of the medical school from which the resident graduated. See appendix. (HRI CBM00R)

Metropolitan Statistical Areas (MSA) These are geographic units to gather statistics in metropolitan areas of the United States. If a county is located in an MSA it is considered to be located in an urban area, otherwise it is considered rural. The State Demographer defines the MSAs.

Middle Initial Student's or faculty member's initial of the middle name. (Univ, CTC CBM001, CBM008, CBM009, CBM00B, CBM00R, CBM00X, CBM0E1)

Mini Term Usually a two or three-week term that occurs after a regular term ends and the next regular term begins. Reporting such a class and its students is left to the institution to decide which of the following options best fits their computer systems. Since the mini term census date falls after the prior regular term census date, the class and students could be reported as flex-entry. The other alternative is to report the class and students as a regular class in the upcoming semester since the mini term census date occurs before the regular term census date. One consideration is in which term are the students' grades posted to the transcript.

Month of Award Month in which an award was conferred. (CBM009; CTC CBM00M)

Mother's Educational Level The highest level of formal instruction received by the undergraduate student's mother or female guardian: no high school, some high school but no diploma, high school diploma or GED or recognized home school, some college but not degree or certificate, bachelor's degree, graduate degree. (Univ CBM00B)

Multi-Institution Teaching Center (MITC) A formal, approved arrangement among public universities, independent universities, and community, technical, and state colleges to provide courses and degree programs cooperatively at an off-campus location. It has minimal administration and locally provided facilities. (Univ, CTC CBM004, CBM00S; CTC CBM00C)

Multiple Course Listing A code of 1 on the course inventory to identify special topics and other courses whose content can change from offering to offering. The institution is to keep a report by semester of the individual subjects taught under the reported subject and course number in case the CB requests the specifics to meet its responsibilities. (Univ CBM003)

Multiple Entry Class Records Multiple entries for a single class section are permissible to represent a class that is team taught, offers variable credit, or is simultaneously offered to students at different locations. (Univ, CTC CBM004, CBM00S; CTC CBM00C)

National Center for Education Statistics (NCES) A part of the Office of Educational Research and Improvement at the U. S. Department of Education, the center collects and reports statistical information showing the condition and progress of education in the U. S.

Native Hawaiian or Other Pacific Islander The race of a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. (CBM001, CBM002, CBM008, CBM009, CBM00A, CBM00B, CBM00M, CBM00R, CBM00X, CBM0E1)

Net Assignable Square Feet (NASF) The sum of floor space within the interior walls of rooms on all floors of a building assigned to, or available for assignment to, occupants for use. NASF is determined by room type and room use data fields. See also **Assignable Area**.

New Hire A person who is hired for full-time permanent employment for the first time, or after a break in service, for the reporting semester. Persons who have returned from sabbatical leave or have less than a 9-10 month contract are not included as new hires. It is reported only the first semester that it occurs. (CBM008)

Non-Assignable Areas The reporting of this room space is optional for the institution. See Appendix F, Space Use Codes and Appendix G, Functional Category Codes in the *Appendices for the Reporting and Procedures Manual*.

Circulation Areas – Space that provides physical access to assignable rooms. Included are corridors, lobbies, public stairways, elevators, escalators, loading platforms (unless provided with a secure enclosure), tunnels, bridges, fire towers, etc. Walls do not always bound circulation areas. Libraries often have large open areas containing functional sub-areas, such as circulation desks, open stack reading rooms, and study areas, but have no walls separating these areas. In these cases, a reasonable allocation of space for general access corridors is deducted from the total Assignable Area. These circulation areas are apparent when the sub-areas are assigned room numbers and inventoried separately. Exceptions are halls in office suites and similar settings that are used to circulate from room to room and are not general access space. This space is part of the Assignable Area.

Building Service Areas – Rooms used for building protection, care, and maintenance, such as custodial closets, trash rooms, guardrooms, custodial locker rooms, and custodial storage/supply rooms. Central physical plant shop areas, warehouses, vehicle storage areas, and equipment storage areas are Assignable Areas.

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Mothballed/Permanently Incapable of Use Areas – Space that once was assignable but is no longer in use.

Mechanical Areas – Areas that house mechanical equipment such as air conditioning and utility services. Examples are mechanical areas in central utility plants, boiler rooms, air handlers, mechanical service shafts, air ducts, service chutes, telephone closets, switchgear rooms, fuel rooms, etc.

Public Toilets – Accessible to the public. Rest rooms within office suites and other non-public areas are service rooms: Class Laboratory Service (215), Office Service (315), Shop Service (725), etc.

Shell Space – Unfinished space designed to convert into usable space at a later date.

Structural Areas – This area cannot be occupied or used because of certain structural features. Examples are exterior walls, firewalls, attics, basements, stairwells, and rooms with less than six-foot-six clear headroom that cannot be used for storage or other purposes.

Unfinished Area – Potentially assignable area in new buildings or additions to existing buildings that are not completely finished at the time of inventory.

Non-Course-Based Developmental Education May include, but is not limited to, such activities as tutoring, supervised self-study, and participation in learning assistance centers. While non-course-based developmental education is not eligible for state formula funding, beginning in fall 2009, short or “accelerated” developmental education courses are eligible (see the ACGM for more detail). (CBM002)

Non-Credit Course A course that results in the award of continuing education units (CEU) as specified by Southern Association of Colleges and Schools (SACS) criteria, or institutional credit rather than credit toward a degree or certificate. Only courses that result in the award of CEUs may be submitted for state funding. (CTC CBM00C)

Non-Critical Deferred Maintenance (NCDM) Deferred maintenance that does not place occupants at risk of harm or facilities at risk of not fulfilling their functions.

Non-Degree-Seeking Student A student who is attending a university but who does not intend to work toward a degree; coded ‘1’. Any student who has been reported as non-degree-seeking will be excluded from an initial graduation cohort. (Univ CBM001, CBM0E1)

Non-Disclosure A code to indicate that the student has refused to have directory information disclosed; coded ‘2’. (CBM001, CBM002, CBM009, CBM00A, CBM00M, CBM00R, CBM00S, CBM00X, CBM0E1)

Non-Resident Student A student who is not considered a Texas resident for tuition purposes and therefore must pay a nonresident tuition rate, which is higher than the rate charged to Texas residents. (Univ, CTC CBM001)

Non-Tenure-Track Faculty A faculty member who is not seeking tenure. (CBM008)

Number of Floors The number of floors in the building, including basements, penthouse, half-basements, and assignable attic space are identified. (Univ, CTC CBM014)

Number of People Living in Household Includes brothers and sisters attending college; required only of undergraduate students. (also on Common Application). (Univ CBM00B)

Number of Semester Hours in (Math. Writing. Reading) Developmental Education The number of semester credit hours attempted by the student in each developmental education course during the reporting period. (CBM002)

Occupational Program A program of study consisting of one or more courses designed to provide the student with sufficient knowledge and skills to perform in a specific occupation.

Occupational Skills Achievement Award A credit program of 9-14 semester credit hours or a workforce continuing education program of 144-359 contact hours. They meet minimum standard for program length specified in the federal Workforce Investment Act, but are too short to qualify as certificate programs on the Coordinating Board program inventory. (CTC CBM00M)

Off-Campus Generally indicates a class/student that is located physically away from the Main Campus. (Univ CBM001, CBM004, CBM00S)

Off-Campus Course A course in which a majority (more than 50 percent) of the instruction occurs when the students and instructor(s) are in the same physical location and which meets one of the following criteria: for public senior colleges and universities, Lamar state colleges, or public technical colleges, off-campus locations are locations away from the main campus; for public community colleges, off-campus locations are the sites outside the service area. (Univ, CTC CBM004, CBM00S; CTC CBM00C)

Off-Campus Education Unit A subdivision under the management and control of an existing public university, university system, health-related institution or a combination of these units, hereinafter referred to as the parent institution(s), in a geographic setting separate from the parent institution(s). Off-campus education units include teaching sites, higher education centers, university system centers, Multi-Institutional Teaching Centers, regional academic health centers, branch campuses, and all other off-campus educational endeavors. (HRI CBM001, Univ, CTC CBM004, CBM00S; CTC CBM00C)

Off-Campus Educational Unit A subdivision under the management and control of an existing public university, university system, health-related institution or a combination of these units, hereinafter referred to as the parent institution(s), in a geographic setting separate from the parent institution(s). Off-campus education units include teaching sites, higher education centers, university system centers, Multi-Institutional Teaching Centers, regional academic health centers, branch campuses, and all other off-campus educational endeavors. (HRI CBM001; Univ, CTC CBM004, CBM00S; CTC CBM00C)

Off-Campus SCH On the university **CBM004** and **CBM006**, the semester credit hour report titled "Off Campus Semester Credit Hours" includes not only those hours which have been coded a "1" in item 8, **Location Code**, but also all of the special categories of off-campus sites such as semester credit hours of classes in another state, foreign country, military base, prison, primary/secondary school, business, or another higher education site. (Univ CBM004, CBM00S)

Off-Campus/Electronic Communications Site Lists the zip code, state, or foreign country of the site identified in the **Location Code** field. (Univ, CTC CBM004, CBM00S)

On-Campus Student A student who is admitted to an institution, the majority of whose semester credit hours are reported for formula funding and whose coursework is primarily taken at an institution's main campus or on one or more of the campuses within a multi-campus community college system. (Univ CBM004, CBM00S)

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Organized Classes Classes whose primary mode of instruction is lecture, laboratory, or seminar. A class is organized when the students have registered and have paid tuition and fees or established with a signature an accounts receivable. (Univ CBM004, CBM00S)

Other Faculty A faculty member of the institution who does not have tenure or is not on tenure-track at the institution. This includes, but is not limited to, adjunct, special, visiting, emeritus, and lecturer at your institution. Also includes faculty with tenure or on-tenure track from another institution. (CBM008)

Other Higher Education Site An off-campus teaching location that promotes access in an area not served by other public universities. Teaching sites offer a very limited array of courses and/or programs and do not entail a permanent commitment for continued service. Teaching sites may not own facilities, nor are they eligible for state support to acquire or build facilities. Teaching sites do not require Board approval or recognition. The entity is identified with the FICE of the higher education unit (public/private institution, MITC, university system center, or other off-campus educational center) where the course is taught. (HRI CBM001; Univ, CTC CBM004, CBM00S; CTC CBM00C)

Out-of-District Student A community college student who is a legal resident of the state of Texas but who resides outside the locality (taxing district) in which he/she attends. (CTC CBM001, CBM004, CBM00S, CBM00C)

Out-of-State Student A student who is not a legal resident of the state in which he/she attends school. (CBM001)

Out-of-State/Out-of-Country Courses and Programs Academic credit courses and programs delivered outside Texas/United States to individuals or groups who are not regularly enrolled on-campus students. Out-of-state and out-of-country courses do not receive formula funding.

Overload A faculty member who is employed full time and has a teaching assignment in addition. (CBM008)

Overload Salary Salary paid for teaching a class that is considered to be an overload. (CBM008)

Ownership Code Represents the agency with which the ownership of the building resides. See Appendix H in the *Appendices for Reporting and Procedures Manual*. (Univ, CTC CBM014)

Part-Time Student An undergraduate student enrolled for either 11 semester credits or less or less than 24 contact hours per week each term. A graduate student enrolled for eight semester credits or less.

Pathway Education Center (PEC) A higher education center that is on the Supply/Demand Pathway.

Pathways A project to collect data to support faculty of the Local Vertical Curricula Alignment Pilot Projects among secondary and postsecondary institutions.

Percent of Time The percent of a faculty member's time spent for each appointment during the reporting period. This percent is in relation to a full or normal workload at the institution. (CBM008)

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Perimeter Only the perimeter of the ground floor is reported to the THECB. It is measured where the walls meet the ground and does not include porches, sidewalks, and cosmetic structures.

Permanent University Fund (PUF) An endowment that consists of land and a wide range of financial instruments. The income from the Permanent University Fund is called the **Available University Fund**.

Persistence Rate The rate at which students persist in higher education, often as measured by the percentage of students who continue in higher education from one year to the succeeding year. To avoid confusion, this term is replacing the term "retention rate," which is used in the public education sector as a reference to students who are held back and not promoted to the next grade.

PESB Programs to Eliminate Sex Bias - the field will contain '6' if the student is enrolled in a program to eliminate sex bias. To date, this field has not been used. (CTC CBM001, CBM00A, CBM0E1)

Physical Education Courses Funding Limit A rider in the appropriations bill states that no funds appropriated under this act shall be used for contact hours or semester credit hours for students who are registered solely for physical education, weight lifting, group exercises, aerobics, or related courses, have registered for the same such course more than once; and are not seeking a degree plan or certificate of completion of a course of study. (CBM001; Univ, CTC CBM004, CBM00S; CTC CBM00C)

PK-16 or P-16 The period of education that begins with pre-kindergarten and ends with a four-year baccalaureate degree.

Post-Baccalaureate Student A student with a bachelor's degree and who has not been admitted to a graduate or first-professional program and is not currently enrolled in an undergraduate degree program. (CBM001; Univ CBM00S, CBM0E1)

Post-Master's certificate An award that requires completion of an organized program of study of 24 credit hours beyond the master's degree, but does not meet the requirements of academic degrees at the doctor's level. (HRI CBM009)

Practicum A type of external learning experience whereby the students receive practical, general training and experiences in the workplace. Includes student teaching, internships, work-study, cooperative education and similar activities. (Univ, CTC CBM004, CBM00S; CTC CBM00C)

Predicted Assignable E&G (Educational & General) Space Amount of assignable educational and general space as calculated by factors in the Coordinating Board Space Projection Model.

Prerequisite A course or competency required prior to entering a program or a course.

Primary Usage/CIP Percent The percentage that applies to the primary CIP code. Where a room serves several purposes or users, the institution may prorate its use. (Univ, CTC CBM011)

Primary Use CIP Code The primary classification of an instructional program (CIP) code associated with a room on the Room Inventory Report. Use the first six digits of the codes listed in Appendix C in the *Appendices for Reporting and Procedures Manual*. (Univ, CTC CBM011)

Primary Use Usage Code The recommended primary usage code is evaluated based on the room's exclusive or predominant design or use. Functional category codes are program-oriented codes that profile the actual use/function of a room and help determine its type of space. Classification often is determined by the program's funding: state, auxiliary, federal, or private; and it is often determined by whom the program serves. As with the use of all codes in this manual, the inventory specialist must choose the best code according to all relevant alternatives. Note that this code may be prorated to reflect more than one use/function. See Appendix G in the *Appendices for Reporting and Procedures Manual*. (Univ, CTC CBM011)

Prior Date of Birth The previous date which the institution is changing on the database which tracks undergraduates' semester credit hour accumulation. The format is YYYYMMDD. Prior date of birth, prior gender, and prior student identification must be entered into the update to process a change to a student's data. (CBM00N)

Prior Gender The previous gender code which the institution is replacing on the database which tracks undergraduates' semester credit hour accumulation. Prior date of birth, prior gender, and prior student identification must be entered into the update to process a change to a student's data. (CBM00N)

Prior Student Identification Number The previous SSN or student ID number which the institution is changing on the database which tracks undergraduates' semester credit hour accumulation. Prior date of birth, prior gender, and prior student identification must be entered into the update to process a change to a student's data. (CBM00N)

Priority Occupations Occupations that have an impact on the Texas economy, require substantial training time, and offer a reasonable expectation of career opportunities and advancement. Priority occupations for the state are determined by the Texas State Board of Education.

Private Institution A private or independent college or university that is organized under the Texas Non-Profit Corporation Act (Article 1396-1.01 et seq., Vernon's Texas Civil Statutes); exempt from taxation under Article VIII, Section 2, of the Texas Constitution and Section 501(c)(3) of the Internal Revenue Code of 1986 (26 U.S.C. Section 601); and accredited by a recognized accrediting agency.

Private Lesson Class type that includes independent instruction of private music or other individualized instruction. (Univ CBM004, CBM00S)

Professor A faculty member of an institution of higher education who has the highest academic rank and who is tenured or is on-tenure track. (CBM008)

Program Category A summary of groups of related instructional programs designated by the first two digits of its appropriate CIP code.

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Program Closure The process whereby a program is officially discontinued and removed from the program inventory either voluntarily by the institution or by the Coordinating Board through the deactivation process.

Program Competencies Profile A matrix or checklist of competencies matched against learning modules or courses in which the competencies will be developed.

Program Deactivation The process whereby an institution suspends all new student enrollments for a maximum of three years to assess program vitality and make revisions without loss of eligibility for state funding or dropping the program and its courses from the program/course inventory. (Univ CBM003)

Program Funding The rate per base contact hour generated in a particular subject field as recommended by the Coordinating Board and approved by the Texas Legislature.

Program Inventory A database of Coordinating Board-approved degree programs listed by institution.

Program Linkage Agreements between community and/or technical college programs and other educational institutions to facilitate transfer of courses or course credits and promote a seamless educational pathway.

Program or Program of Study Any grouping of courses which are represented as entitling a student to a degree or certificate.

Program Reactivation A formal process to reinstate a program that has been deactivated within the previous three years. (Univ CBM003)

Program Revision The process whereby an institution requests a change to an existing approved program.

Proprietary School or Proprietary Institution See **Career School or Career College**.

Quality Workforce Planning Committees Twenty-four regional planning groups composed of representatives from local education and training providers, business, industry, and labor that are charged by the Texas Legislature to analyze regional labor market information, identify targeted occupations, and develop a service area plan for vocational and technical education for their region.

Quarter Calendar System A calendar system in which the academic year consists of four sessions called quarters of about 12 weeks each. The range may be from 10 to 15 weeks. The conversion of quarter hours to semester credit hours is 3 quarter hours equal 2 semester credit hours.

Race A category used to describe a group to which an individual belongs, identifies with, or belongs in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in more than one group. (CBM001, CBM002, CBM008, CBM009, CBM00A, CBM00B, CBM00M, CBM00R, CBM00X, CBM0E1)

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Rank Relative standing assigned by the institution to a faculty member. The data summary for 'rank' on the CBM008 is based on this field minus flexible-entry-only records. (CBM008)

Reception Site Any location that receives instruction via instructional telecommunications. This may include campuses, health agencies, business and industrial sites, public schools, homes, or any other locations where students may receive instruction. (Univ, CTC CBM004, CBM00S; CTC CBM00C)

Regional Academic Health Center (RAHC) A special purpose campus of parent health-related institution(s) that may be used to provide undergraduate clinical education, graduate education, including residency training programs, or other levels of medical education in specifically identified counties. (HRI CBM001)

Remaining Usage/CIP Percent The percentage that applies to the remaining CIP code. Where a room serves several purposes or users, the institution may prorate its use. (Univ, CTC CBM011)

Remaining Use Usage Code Functional category codes are program-oriented codes that profile the actual use/function of a room and help determine its type of space. Classification often is determined by the program's funding: state, auxiliary, federal, or private; and it is often determined by whom the program serves. As with the use of all codes in this manual, the inventory specialist must choose the best code according to all relevant alternatives. Note that this code may be prorated to reflect more than one use/function. See Appendix G in the *Appendices for Reporting and Procedures Manual* and **Primary Use Usage Code**. (Univ, CTC CBM011)

Remediation An activity designed to teach basic competencies in such areas as reading, writing, oral communication, and mathematics. See **Developmental Education**.

Remote Campus A code used to identify university and community, technical, and state college students who are in a correctional facility (coded '5'). In addition, it is a restricted use code whereby Texas Woman's University identifies students enrolled at the Dallas facility with a '1' and students enrolled at the Houston campus with a '2'. Community colleges use the code to identify out-of-district branch campuses recognized by the Coordinating Board. Texas State Technical College identifies their extension centers of the West Texas campus with a '1' for Abilene, a '2' for Breckenridge, and a '3' for Brownwood. (Univ, HRI, CTC CBM001; CTC CBM00A; Univ. CTC CBM0E1)

Remote Teaching Site A six-digit code assigned to a location to identify where the student has received instruction. (HRI CBM001)

Repeated Hours for Attempted Course Hours for a course that is the same or substantially similar to a course that the student previously attempted for two or more times at the same institution. Previously attempted courses from which the student withdraws before the official census date shall not count as an attempted course. (Univ, CTC CBM004, CBM00S; CTC CBM00C)

Repeated Hours for Completed Course Hours for a course in which a student enrolls for two or more times that is the same as or substantially similar to a course that the student previously completed and received a grade of A, B, C, D, F, or Pass/Fail at the same institution.

Replacement Values Estimated cost to replace a building.

Reporting Period The semester or quarter in which the data to be reported occurs. For the universities, there are four set reporting periods; fall, spring, summer, and annual. For the summer reporting period, the two summer sessions are combined into one report using non-duplicative data. A course that is taught in both sessions will be reported twice, but with identifiers that distinguish them from each other. There are four reporting periods for community, technical, and state colleges for credit courses, unless authorized to report a combined summer term; fall, spring, summer I, and summer II. The continuing education courses are reported in four quarters; fall, winter, spring, and summer. Institutions may schedule enrollment periods different from the standard periods noted above. See **Semester** and **Quarter Calendar System**.

Residence A code that represents the county, state, or country of which the student is a legal resident as identified by the student as his/her permanent address at the time of application to the institution. On the CBM001 data summary, all residence codes from 001-254 (Texas county codes) are summed to produce the Texas Residents category; codes 310-369 produce Out of State Residents; and codes 402-799 produce Foreign Residents. All other codes are considered invalid and are not included. (CBM001; Univ, CTC CBM0E1)

Residency Program Any of the following residency programs: Combined Medicine and Pediatrics, Family Practice, Internal Medicine, Obstetrics/Gynecology, and Pediatrics. (HRI CBM00R)

Resident A resident of the State of Texas as determined in accordance with Chapter 21, §§21.21 - 21.27, of this title (relating to Determining Residence Status).

Resident Alien A non-citizen who has been lawfully admitted for permanent residence. (CBM001, CBM002, CBM008, CBM009, CBM00A, CBM00B, CBM00M, CBM00R, CBM00X, CBM0E1)

Resident Physician A physician contractually obligated to a Texas medical school, licensed hospital, or non-profit corporation to receive residency education and training for a specified period of time. (HRI CBM00R)

Responsibility Factor Equals the proportion of credit hour time the faculty member has with students over the course of the semester in regularly scheduled meetings of each class section. (Univ, CTC CBM004, CBM008)

Restricted Funds Funds from external agencies or individuals that are restricted in use by the donor. Examples are federal student financial aid and research contracts. (Univ, HRI CBM008)

Restricted Program Admission An item used to distinguish students who have a declared major in a particular discipline from those who are actually admitted to a certificate or degree program through a restricted or separate admission process. The distinction provides more accurate enrollment and graduation numbers in key, high-demand occupations, and the data are often linked to special legislative initiatives. (Univ, HRI, CTC CBM001; Univ, CTC CBM0E1)

Retention Rate In higher education discussions, the rate at which students are retained or graduate, and thereby persist, in higher education, as often measured by the percentage of students who continue in higher education from one year to the succeeding year. The cohort generally consists of students who started in a fall term or in the previous summer term and who continued in the fall term. More recently, the term "persistence rate" is used more commonly to avoid confusion with the use of retention rates in the public education sector, where it refers to students who are held back and not promoted to the next grade.

Review As shown on the CBM Edit Summary Report, the percentage increase or decrease of item values compared to the previous year to aid in early detection of potentially erroneously-reported data. Items identified with a "Review" message must be evaluated and updates submitted to correct where appropriate. If the absolute value of the difference between the current year and prior year item

- 1) is less than 50, a Review message is not printed
- 2) is between 50 and 10,000, a percentage change greater than 25% is identified
- 3) is between 10,000+ and 100,000, a percentage change greater than 20% is identified
- 4) is greater than 100,000, a percentage change greater than 10% is identified

If the original report has only one column the comparison data is in the adjacent column. If the original report has multiple columns the comparison data is in the next row and asterisks are printed below the column in question.

Riders Notes in the General Appropriation Act that provide special instructions from the Legislature.

RN Nursing Program A code of 'NL (Not Licensed)' to indicate the student is enrolled in a generic BSN program and is working towards his/her first RN license. (HRI CBM001)

Room Measurement Room dimensions are measured to the nearest tenth of a foot from interior wall surfaces to opposite interior wall surface, disregarding alcoves. Alcove dimensions are measured and reported separately; columns and projections should be ignored. See Appendix I in the *Appendices for Reporting and Procedures Manual*. An alcove is measured between its sidewall surfaces and from its back wall surface to where the plane of the primary wall surface crosses the alcove opening. The room inventory file format only allows two sets of alcoves to be reported. If there are more than two alcoves in a room, the total area must be mathematically converted into two sets of alcove dimensions. (Univ, CTC CBM011)

Room Number A code assigned by the institution to identify interior space of a building, usually based on the room usage, and posted to the institution's Facilities Inventory. A room use report (CBM005) is required of classes that are taught in the fall term in buildings or rooms required to be included in the institutions' Facilities Inventory. (Univ, CTC CBM005, CBM011)

Room Type Code Based on the room's exclusive or predominant design or use. There are major categories of room types that should encompass all space found in campus buildings. Architectural features of a room, including its structural design and utility services, are relevant to its primary use and helps determines the type of space it is. Categorizing a room type is separate from classifying a room's function or its academic discipline. Placing the focus on a room's relationship may help clarify its definition and code description. The information needed to code a room's type of space may best be obtained by visual inspection, but may also be obtained from as-built drawings. Room type codes can change when its physical characteristics

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are changed or remodeled. See Appendix F in the *Appendices for Reporting and Procedures Manual*. (Univ, CTC CBM011)

Room Usage Code Indicates the room's actual use (General Academic Instruction, Social and Cultural Development, etc.). Usage codes, descriptions, definitions, and examples are listed in Appendix G in the *Appendices for the Reporting and Procedures Manual*. As with other room coding, use the code that closest describes the usage of the particular room. Usage may be prorated. (Univ, CTC CBM011)

Salary Prior to fall 2005, salary contracted for the reporting period (or .5 of a nine month salary or .375 of a twelve month salary.) As reported on the universities and health-related CBM008, salaries are broken out by source of funds: **State Appropriations, Designated, Restricted, and Auxiliary Enterprises**. All salary paid for services defined as **Overload** will appear in a separate salary field on the CBM008, regardless of the source of funds. For health-related institutions, salary is defined as the annual budgeted salary and non-fringe benefit supplements. Effective fall 2005, the two-year institutions will report an annual salary paid during the current fiscal year. On the CBM008 data summary, the breakout by salary source is based on this field, not including overload data. (CBM008)

SAT Scholastic Assessment Test. An examination administered by the Educational Testing Service and used to predict the facility with which an individual will progress in learning college-level academic subjects. A student who meets CB standards on designated section/s of the SAT is exempt from the requirements of the Texas Success Initiative (TSI) for the related section(s). (CBM002)

SCANS Skills Skills identified by the Secretary's Commission on Achieving Necessary Skills as needed by American workers for entry-level employment.

SCH Semester Credit Hour. A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or a 10-week period in a quarter system.

SCH Generation of University Courses in Formula Areas The level of semester credit hours generated in university courses is based on the level of the course and the level of the students in the course. There are five possible course levels (lower level – values 1 and 2, upper level – values 3 and 4, master's – level 5, graduate – level 6, and special professional – level 7) and five possible enrollment levels (freshmen/sophomores, junior/senior, master's/post-baccalaureate, doctoral, and special professional). (Univ CBM004)

- 1) All **lower level courses** will generate lower division semester credit hours irrespective of the level of the student.
- 2) **Upper level courses** will generate two levels of semester credit hours based on the enrollment levels: a) freshman/sophomore enrollments will generate lower division semester credit hours and b) all junior/senior/master's/doctoral/special professional enrollments will generate upper division semester credit hours.
- 3) **Master's level courses** may generate three levels of semester credit hours: a) freshman/sophomore enrollments will generate lower division semester credit hours; b) junior/senior enrollments will generate upper division semester credit hours; and c) master's/doctoral/special professional enrollments will generate master's level semester credit hours.
- 4) **Graduate level courses** may generate four levels of semester credit hours: a) freshman/sophomore enrollments will generate lower division semester credit hours; b) junior/senior

enrollments will generate upper division semester credit hours; c) master's/special-professional enrollments will generate master's level semester credit hours; and d) doctoral enrollments will generate doctoral level semester credit hours.

- 5) **Special-professional courses** will only generate special professional hours if the enrollments are master's, doctoral, and special professional. Any undergraduate enrollments are not considered in the semester credit hour calculation.

SCH Load-Developmental Not State-Funded Number of developmental semester credit hours for which the student is registered during the reporting period that do not qualify for state funding. (Univ CBM001, CBM0E1)

SCH Load-Developmental State-Funded Number of semester credit hours in developmental courses for which the student is registered during the reporting period that do qualify for state funding. (Univ CBM001, CBM0E1)

SCH Load-Inter-institutional Not State-Funded The number of semester credit hours in inter-institutional courses for which the student is registered during the reporting period and that do not qualify for state funding. (Univ, HRI CBM001; Univ CBM0E1)

SCH Load-Inter-institutional State-Funded The number of semester credit hours in inter-institutional courses for which the student is registered during the reporting period and that qualify for state funding. (Univ CBM001, CBM0E1)

SCH Load-Not State-Funded (Undergraduate and Graduate) The number of credit hours for which the student is registered in the reporting period that do not qualify for state funding, not including any inter-institutional or developmental SCH which have their own fields. Examples are attempted semester credit hours of an undergraduate student who has exceeded the state limit, semester credit hours of a student who has attempted the same course more than twice, semester credit hours of a student in physical education courses that are not allowed for state-funding (see **Physical Education Courses Funding Limit**) and semester credit hours of a student in Military Science or religion courses. Not required for Medical and Dental students. (Univ, HRI CBM001; Univ CBM0E1)

SCH Load-State-Funded Number of semester credit hours for which the student is registered during the reporting period that do qualify for state funding. Excluded are all developmental semester credit hours, semester credit hours in excess of state limits, and inter-institutional semester credit hours. (Univ, HRI CBM001; Univ CBM0E1)

SCH of Undergraduate Degree Program The number of semester credit hours required to be earned in order for a student to receive a baccalaureate degree in the specified program. (Univ, HRI CBM001; Univ CBM0E1)

SCH Overview (CBM001) This is a list of all semester credit hour fields on the University, Health-Related, and Community, Technical, and State Colleges' CBM001 and CBM0E1 reports. The definition of each specific item can be found under its own item name.

Universities:

- 1) Semester Credit Hour Load, Current Registration (Off-Campus)
- 2) Semester Credit Hour Load, Current Registration (On-Campus)
- 3) Semester Credit Hours of Students Enrolled in Dual Credit Courses
- 4) SCH Load-Developmental State-Funded

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- 5) SCH Load-Developmental Not State-Funded
- 6) SCH Load-Inter-Institutional Not State-Funded
- 7) SCH-Inter-Institutional State-Funded
- 8) SCH Load-Not State-Funded
- 9) SCH Load-State-Funded
- 10) SCH of Undergraduate Degree Program
- 11) Doctoral Semester Credit Hours Funded
- 12) Graduate Semester Credit Hours of Seniors

Health-Related:

- 1) Inter-Institution SCH Load
- 2) Semester Credit Hour Load, Current Registration
- 3) Semester Credit Hour Load, Remote Site
- 4) SCH of Undergraduate Degree Program
- 5) SCH Load Not State-Funded
- 6) SCH Load Inter-Institutional Not State-Funded
- 7) SCH Load State-Funded

Community, Technical, and State Colleges:

- 1) Semester Credit Hour Load in Academic Courses which is not Affected by the Undergraduate Limit
- 2) Semester Credit Hours-Developmental Education in Excess of State Limit
- 3) Semester Credit Hours in Academic Courses which are Affected by the Undergraduate Limit
- 4) Semester Credit Hours in Developmental Education Courses
- 5) Semester Credit Hours of Students Enrolled in Dual Credit Courses
- 6) Total Semester Credit Hours in Technical Courses
- 7) Semester Credit Hours Technical – Not State-Funded
- 8) Semester Credit Hours Academic – Not State-Funded

School or College A six-digit code that identifies the specific school or college in which the student is enrolled and is to be funded. The student records for all components of the health-related institution will be submitted as one report under the FICE code of the health science center. (HRI CBM001, CBM008, CBM009)

Second Year Student See **Sophomore**. Also used on the Health-Related CBM001 in reference to a student in the second year at a medical or dental school. (CBM001)

Secondary Usage/CIP Percent The percentage that applies to the secondary CIP code. Where a room serves several purposes or users, the institution may prorate its use. (Univ, CTC CBM011)

Secondary Use Usage Code Functional category codes are program-oriented codes that profile the actual use/function of a room and help determine its type of space. Classification often is determined by the program's funding: state, auxiliary, federal, or private; and it is often determined by whom the program serves. As with the use of all codes in this manual, the inventory specialist must choose the best code according to all relevant alternatives. Note that this code may be prorated to reflect more than one use/function. See Appendix G in the *Appendices for Reporting and Procedures Manual* and the primary usage code definition. (Univ, CTC CBM011)

Secure File Transfer Protocol (SFTP) State and Federal security requirements mandate that confidential data be transferred electronically using a secure process. The Coordinating Board requires and distributes reports with the Secure Shell (SSH) and Secure FTP (SFTP) combination. SFTP provides a secure channel for file transfer from mainframes or PCs to an SFTP server at the THECB. Detail instructions on how to use SFTP can be found at the following link: <http://www.thecb.state.tx.us/Reports/DOC/0702.DOC>.

Self-Supporting Courses and Programs Academic credit courses and programs (formerly defined as extension courses or programs) whose semester credit hours are not submitted for formula funding. (Univ CBM00X)

Semester A fall or spring semester shall normally include at least 15 weeks for instruction and one week for final examination, or a total of 16 weeks of instruction and examination combined. Each of the two summer terms shall include no less than 5½ calendar weeks, including registration, instruction, and final examinations.

Semester Credit Hour (SCH) A unit of measure of instruction consisting of 60 minutes, of which 50 minutes must be direct instruction, over a 15-week period in a semester system.

Semester Credit Hour Load, Current Registration The number of semester credit hours for which the student is registered in the term being reported. Semester credit hours attempted in FE classes (courses that begin after the census date of the prior term) are reported in a separate record and a "1" coded in Flexible Entry item. Other than the FE SCH, this field contains all the semester credit hours attempted by the student during the reporting period. NOTE: Unlike the university CBM001, which breaks out the SCH load in current registration by on and off-campus, the health institutions include both on and off-campus semester credit hours in one item. (HRI CBM001)

Semester Credit Hour Load, Current Registration (Off-Campus) The number of off-campus semester credit hours, including non-state-funded semester credit hours, for which the student is registered in the reporting period. These hours plus Semester Credit Hour Load, Current Registration (On-campus) is the sum of all non-Flexible Entry SCH the student attempted during the reporting period. Semester credit hours attempted in FE classes (courses that begin after the census date of the prior term) are reported in a separate record and a "1" coded in the Flexible Entry item. (Univ CBM001, CBM0E1)

Semester Credit Hour Load, Current Registration (On-Campus) The number of on-campus semester credit hours, including non-state-funded semester credit hours, for which the student is registered in the reporting period. These hours plus Semester Credit Hour Load, Current Registration (Off-campus) is the sum of all non-Flexible Entry SCH the student attempted during the reporting period. Semester credit hours attempted in FE classes (courses that begin after the census date of the prior term) are reported in a separate record and a "1" coded in the Flexible Entry item. (Univ CBM001, CBM0E1)

Semester Credit Hour Load, Remote Site The number of semester credit hours for which the student is registered during the reporting period at an approved remote teaching site. These hours are also included in Semester Credit Hour Load, Current Registration. (HRI CBM001)

Semester Credit Hour Load in Academic Courses which is not Affected by the Undergraduate Limit The number of semester credit hours attempted in academic courses if

the student is not affected by the undergraduate SCH limit. Examples are semester credit hours of students who pay the non-resident tuition rate and academic students who enrolled as undergraduates in an institution of higher education prior to the 1999 fall semester. Not included are developmental semester credit hours or flexible entry semester credit hours if this is not an FE record. (CTC CBM001, CBM0E1)

Semester Credit Hour Value A unit of value indicating the number of hours (or equivalency) of instruction per week for a course for a school term. This is the number of semester credit hours (SCH) for which the class is actually taught. It may be less but not more than the total for which it is approved on the course inventory. (Univ, CTC CBM004, CBM00S)

Semester Credit Hours Academic – Not State-Funded Semester credit hours of students enrolled in academic courses which are not allowed to be reported for funding. (CTC CBM001, CBM0E1)

Semester Credit Hours-Developmental Education in Excess of State Limit The number of semester credit hours which exceeds the state limit of 27 semester credit hours (CB Rules Chapter 13 Subchapter F Section 13.107). See the *Community College General Academic Course Guide Manual* for a list of courses that are subject to this limit. (CTC CBM001, CBM0E1)

Semester Credit Hours in Academic Courses Which are Affected by the Undergraduate Limit The number of semester credit hours attempted in academic courses that apply to an associate or current baccalaureate degree at an institution of higher education and from which the college receives state funding. Not included are academic semester credit hours if the student pays the non-resident tuition rate. This item applies to students who initially enrolled as undergraduates in an institution of higher education in the 1999 fall semester or in a subsequent term. (CTC CBM001, CBM0E1)

Semester Credit Hours in Developmental Education Courses The number of attempted semester credit hours in developmental education courses by the student at the current institution during the term reported, not including the semester credit hours attempted that exceed the state-mandated funding limit. (CTC CBM001, CBM0E1)

Semester Credit Hours of Students Enrolled in Dual Credit Courses Credit hours for which a student receives simultaneous academic credit for the course from both an institution of higher education and a high school under CB Rule 4.81 - 4.85 of this title (relating to Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges). These credit hours also are reported in the following: SCH in Academic Courses of Students Affected by the UG Limit, SCH in Academic courses of Students Who Are Not Affected by the UG Limit, and Total SCH in Technical Courses as appropriate. (CTC CBM001, CBM0E1)

Semester Credit Hours Technical – Not State-Funded Semester credit hours of students enrolled in technical courses which are not allowed to be reported for funding. An example are the hours of a student who has attempted the same course for a third or more times. (CTC CBM001, CBM0E1)

Seminar An activity in which a group of students engage in research or advanced study and meets under the general direction of one or more faculty members for a discussion of problems of mutual interest. (Univ CBM004, CBM00S)

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Senior A student who has completed at least 90 semester credit hours in a 120 credit program. (Univ, HRI, ICU CBM001; Univ CBM00S, CBM0E1)

Service Area The geographical area, or target market, for educational delivery by community/junior colleges as defined in the Texas Education Code, Chapter 130, Subchapter J.

Short Course Title An abbreviated title of each course which adjusts the title to include not more than a total of 30 characters (letters, symbols, spaces, and punctuation). (Univ CBM003)

Single Parent A field indicating the student is a single parent. It will have a value of '8' or blank if not applicable. This may be self-reported data. However, students who receive special federally funded or state funded assistance (such as referrals from the Texas Department of Human Services or the Texas Department of Health) because they are single parents may also be reported in this category. Assistance may include child care assistance or child care fee waivers. (CTC CBM001, CBM00A, CBM0E1)

Skill Standard A standard that specifies the level of knowledge and competence required to successfully perform work-related functions within an occupational cluster.

Small Class Undergraduate level organized classes with less than 10 registrations and graduate level classes with less than five registrations. Any composite or cross-listed section having both undergraduate and graduate level courses will be treated as if it were an undergraduate class and will be defined as a small class if there are less than ten total registrants in the class.

Sophomore A student who has completed the equivalent of one year of undergraduate work; that is, at least 30 semester hours but less than 60 semester hours in a 120-hour program. (CBM001; Univ, CTC CBM00S, CBM0E1)

Southern Association of Colleges and Schools (SACS) The regional organization that accredits postsecondary educational institutions in Texas.

Southern Regional Education Board (SREB) A consortium of 17 southeastern states, including Texas, with offices in Atlanta.

Space Deficit The shortage of available space when compared to predicted assignable educational and general space as calculated by factors in the Coordinating Board Space Projection Model.

Space Projection Model A planning tool, adopted by the Coordinating Board, for public universities, technical colleges, and health-related institutions that predicts how much assignable educational and general space is required to fulfill an institution's mission for teaching, research, and public service.

Space Projections Predictions of needed assignable educational and general square feet calculated from factors in the Coordinating Board Space Projection Model.

Space Surplus The amount of actual educational and general space which exceeds the predicted amount of space as forecast by the Coordinating Board Space Projection Model.

Special Approval or Unique Need Inventory An inventory of special approval or unique need courses. If a community or technical college wishes to offer a course not generically approved in the *Academic Course Guide Manual*, or for more credit or contact hours than listed in the ACGM, it must request approval for such courses on the basis of unique need. (CTC CBM004, CBM00S)

Special Doctoral Record Semester credit hours attempted in a doctoral-level course funded at the doctoral rate by a doctoral student and reported by funding area. If a student generates semester credit hours in more than one funding area, a special doctoral record must be created for each funding area after the first one. The special records will be distinguished by “3” in the **Flexible Entry** item. See **Doctoral Funding Limit** for a description of the regulations that necessitate such records and **Doctoral Semester Credit Hours** for more discussion of these records. (Univ CBM001, CBM0E1)

Special Purpose Campus A major, secondary location of an institution offering programs related to specific and limited field(s) of study, usually with its own administrative structure and usually headed by a Dean. Regional Academic Health Centers are considered special-purpose campuses. Special Purpose Campuses must be established by the Legislature or approved by the Coordinating Board. (HRI CBM001)

Special Topics Course A *Workforce Education Course Manual* course that should be used only when course content does not exist in any other *WECM* course. The Special Topics course is intended for temporary use or transitional content. Such a course expires after three years.

Specialist Degree A degree program awarded for study beyond the master’s degree but below the doctorate that typically requires 60-70 semester credit hours beyond a bachelor’s degree (or about 30 beyond a master’s degree). It is designed as a terminal degree and reported at the master’s level. (Univ CBM009)

Specialty Area or discipline pursued in residency training. Distinctions exist between medical (non-invasive) and surgical (invasive) specialties, as well as primary care (i.e., family practice, internal medicine, pediatrics) and subspecialty training (i.e., dermatology, ophthalmology, cardiology, etc.). (HRI CBM00R)

Start Time Time of day that a class starts based on the 24 hour clock. (Univ, CTC CBM005)

State Appropriations A source of salary funds that includes all funds from state appropriations including special items, whether funded by general revenue or other educational and general income. (Univ, HRI CBM008)

Status of Continuing Education Student A code of “0” that indicates the student is a continuing education student. (CTC CBM00A)

Student-Faculty Ratio Determined using a formula by dividing student FTE by faculty FTE of the same level.

Student Financial Aid Funds from various sources awarded to students, generally on the basis of merit or need, to help defray the cost of living, tuition, and other expenses while attending an institution of higher education. Such funds may be in the form of scholarships, grants, loans, or student employment.

Student ID Student Identification Number. The number used by the institution to identify its students. The number will usually be a Social Security Number but in some cases (foreign nationals, etc.) the institution will create a number. These numbers should not have alphabetic characters in them. (CBM001, CBM002, CBM009, CBM00A, CBM00B, CBM00M, CBM00R, CBM00S, CBM00X, CBM00E1)

Student Intent A code to identify the primary reason the student is attending college. This item is solely student-declared beginning in fall 2001. (CTC, CSC CBM001; CTC CBM0E1)

Student Station Capacity The number of occupants the space is designed to accommodate (desks, table spaces with chairs, etc.) in a room at the beginning of a semester by actual count. Since the inventory is changed continuously by institutional reporting, room capacity must be changed when the number of stations in a room is altered. (Univ, CTC CBM011)

Study-Abroad Courses Off-campus, academic credit instruction which is delivered outside the United States primarily to regular on-campus students.

Study-in-American Courses Off-campus, academic credit instruction which is delivered outside Texas but in the United States primarily to regular on-campus students.

Supply/Demand Pathway (SDP) A developmental approach to providing access which allows for the gradual increase of resources as demand grows, operating under the principle of avoiding over-commitment as well as under-commitment of state resources.

TAAS Texas Assessment of Academic Skills. An exam which was administered to Texas public school students between 1990 and 2002. For a period of three years from the date of testing, a student who tested and performed on the Exit-Level TAAS with a minimum scale score of 1770 on the writing test, a Texas Learning Index (TLI) of 86 on the mathematics test, and 89 on the reading test was exempt from the assessments required under the TASP and TSI programs. (CBM002)

TAKS Texas Assessment of Knowledge and Skills. An exam administered to public school students in Texas designed to help students meet the state's curriculum standards, known as Texas Essential Knowledge and Skills (TEKS). The TAKS replaced the Texas Assessment of Academic Skills (TAAS) in spring of 2003. For a period of three years from the date of testing, a student who is tested and performs on the Eleventh grade exit-level TAKS with a minimum scale score of 2200 on the math section and/or a minimum scale score of 2200 on the English Language Arts section with a writing subsection score of at least 3, shall be exempt from the assessment required under TSI for those corresponding sections. (CBM002)

TASP Texas Academic Skills Program. A program which was replaced by the Texas Success Initiative in fall 2003. It included an examination to assess each student's reading, writing, and mathematics skills to determine whether the student was prepared to complete successfully college level course work. The program required institutions to provide developmental courses to prepare students to complete such course work. (CBM002)

Teaching Assistant A graduate student who is teaching and/or assists a faculty member in teaching a class or laboratory (excluded are those who only serve as graders). (CBM008)

Teaching Hospitals Any hospital, institution, or organization that provides an accredited program of graduate medical education.

Teaching Load Credit (TLC) That part of a faculty member's workload that is devoted to a class section. T.E.C. Section 51.402(b) requires each university to adopt rules concerning faculty academic workloads and recognizes that important elements of the workload include classroom teaching, basic and applied research, and professional development. The workload rules and regulations of each institution shall be included in their operation budget that is reported to the Coordinating Board. An institution may have different schedules for non-tenure-track and tenure-track faculty as well as for full-time and part-time faculty and it may vary by department, but it should be at least roughly equivalent throughout the university. An example of a normal workload of a full-time, non-tenure-track faculty may be 12 semester credit hours and for a full-time, tenure-track faculty may be 9 semester credit hours for a long term. Adjustments to workload credits may be allowed for various instructionally-related assignments, such as supervision of activity and performance courses, supervision of theses and dissertations, and supervision of student teaching, practica, and internships. Teaching of large classes that involve supervision and coordination of teaching assistants, graders, or of multiple laboratory sections may generate a workload adjustment. Also the development of new degree programs or conducting major curriculum revisions may generate workload equivalencies. Each institution has an established workload policy. (Univ CBM004, CBM008)

Technical Course Workforce education courses for which semester credit hours are awarded. (CTC CBM004, CBM00S)

Technical Course Inventory See *Workforce Education Course Manual*.

Technical Program Clearinghouse Inventory See *Workforce Program Clearinghouse Inventory*.

Tech-Prep A program of study that (a) combines at least two years of secondary education (as determined under State law) and two years of postsecondary education in a non-duplicative sequential course of study; (b) strengthens the applied academic component of vocational and technical education through the integration of academic, and vocational and technical, instruction; (c) provides technical preparation in an area such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, a health occupation, business, or applied economics; (d) builds student competence in mathematics, science, and communications (including through applied academics) in a coherent sequence of courses; and (e) leads to an associate degree or a certificate in a specific career field, and to high skill, high wage employment, or further education. (CTC CBM001, CBM009, CBM0E1)

Tenure Defined as the status of a personnel position, or a person occupying a position or occupation, with respect to permanence of the position. It is the academic tradition of guaranteeing continuing employment to faculty members who have demonstrated a high level of performance in the areas of research, teaching, and service. Tenure decisions are usually made for tenure-track faculty in the fifth year of employment. The data summary of 'tenure' on the **CBM008** edit is based on this field, not including "Flexible Entry only" records. A similar tenure item is on the university class report, **CBM004**, since the faculty report is not reported early enough in the funding terms of an appropriation year to be used to determine how many undergraduate classes are taught by tenure or tenure-track faculty. Certain faculty reported with no tenure, but who have special qualifications, are identified on the class report so they may be

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used in the undergraduate semester credit hours taught computation if approved by the legislature. The additional categories are faculty with a terminal degree in the discipline, faculty with appropriate professional certification, and faculty who have extensive and recognized accomplishment in a field. (Univ CBM004; Univ, HRI CBM008)

Tenure Track Positions that lead to consideration for tenure. (Univ CBM004; Univ, HRI CBM008)

Term Sought The expected term of entry for which the student seeks admission (fall or summer). (Univ CBM00B)

Texas Academic Skills Program (TASP) Replaced by the Texas Success Initiative (TSI) in 2003. It was established in 1989 as a legislatively mandated effort to identify students with inadequate academic skills and to provide them with help in attaining those skills so that they will succeed in Texas public higher education.

Texas Common Course Numbering System (TCCNS) A common system of four-letter prefixes and four-digit numbers for freshman- and sophomore-level academic courses offered in Texas public community and technical colleges. Originally developed as a joint project by the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO) and the Gulf Coast Consortium of Community and Technical Colleges, the system has been voluntarily implemented across the state of Texas in an effort by colleges to facilitate the successful transfer of courses taken by students from one college to another. These courses form the basis for the Lower Division Academic Course Guide manual. (Univ CBM003)

Texas Education Code (TEC) Statutes of the State of Texas dealing with education. In general, the statutes dealing with higher education are within Title III of the code.

Texas Essential Knowledge and Skills (TEKS) The curriculum approved by the State Board of Education for all public schools in Texas. It includes a mandated curriculum of English language arts/reading, science, social studies, and math, as well as guidelines for other curricula.

Texas Higher Education Coordinating Board Rules and Regulations The policies and procedures which regulate the operation of public higher education institutions within the state of Texas. These rules and regulations may be accessed electronically via the Coordinating Board's website at www.thecb.state.tx.us.

Texas Success Initiative (TSI) A legislatively mandated program effective September 1, 2003. The TSI, which replaced the Texas Academic Skills Program (TASP), gives more flexibility to public higher education institutions in their efforts to ensure that students have the academic skills they need to succeed in higher education. The TSI requires testing of students' academic skills upon entry into public higher education and appropriate counseling, advice, and opportunities -- such as developmental education courses or non-course-based education (computer-based instruction or tutoring, for example) -- for improving those skills. Each college or university is responsible for determining when students have the appropriate skills to succeed in college.

THEA Texas Higher Education Assessment (formerly TASP Test). An academic skills assessment instrument approved by the Board and offered by Evaluation Systems, Pearson.

THEA Scores Database A database that contains THEA scores which are provided to the CB by Evaluation Systems, Pearson after each test occasion.

Third Year Student See **Junior**. It is also used to refer to a student in the third year of medical or dental school. (Univ, HRI, ICU CBM001; Univ CBM00S, CBM0E1)

TLC Teaching Load Credit. Reflects the part of a faculty member's workload that is devoted to one class section. It is reported with 1 decimal position so that .55 has to be rounded to one position (either 005 or 006 based on your rounding methodology). A value of 1.1 is reported as 011 and .055 becomes 001. See **Teaching Load Credit**. (Univ CBM004, CBM008)

Total Semester Credit Hours in Technical Courses The total number of semester credit hours attempted in technical courses. (CTC CBM001, CBM0E1)

Transfer Student A student entering the reporting institution for the first time and who is known to have previously attended another institution at the same level (e.g., undergraduate to undergraduate, graduate to graduate; not undergraduate to graduate). This does not include an institution's own graduates who enter for further education. (Univ, HRI, CTC CBM001)

Transfer Student or First-Time-in-College A **FICE** code in this field represents the higher education institution from which the student transferred. The CBM001 data summary category 'First-Time Students' is based on this field. The FICE code is entered only the first semester that the student is reported after he/she transfers. A first-time-entering student is coded with '000001'. (CBM001; Univ, CTC CBM00E1)

TSI See **Texas Success Initiative**.

TSI Exemption/Waived Status On the CBM002, used to reflect exemptions that are not permanent if the student's status changes. CB Rules Chapter 4, Subchapter C, article 4.54 provide current TSI exemptions. (CBM002)

TSI-Exemption/Waiver Status (Math. Writing. Reading) The categories are defined in CB Rule §4.54 Exemptions/Exceptions. (CBM002)

- (a) The following students shall be exempt from the requirements of this title:
- (1) For a period of five (5) years from the date of testing, a student who is tested and performs at or above the following standards:
 - (A) ACT: composite score of 23 with a minimum of 19 on the English test and/or the mathematics test shall be exempt for those corresponding sections;
 - (B) Scholastic Assessment Test (SAT): a combined verbal and mathematics score of 1070 with a minimum of 500 on the verbal test and/or the mathematics test shall be exempt for those corresponding sections; or
 - (2) For a period of three (3) years from the date of testing, a student who is tested and performs on the Texas Assessment of Academic Skills (TAAS) with a minimum scale score of 1770 on the writing test, a Texas Learning Index (TLI) of 86 on the mathematics test and 89 on the reading test.
 - (3) For a period of three (3) years from the date of testing, a student who is tested and performs on the Eleventh grade exit-level Texas Assessment of Knowledge and Skills (TAKS) with a minimum scale score of 2200 on the math section and/or a minimum scale score of 2200 on the English Language Arts section with a writing subsection

score of at least 3, shall be exempt from the assessment required under this title for those corresponding sections.

- (4) A student who has graduated with an associate or baccalaureate degree from an institution of higher education.
 - (5) A student who transfers to an institution from a private or independent institution of higher education or an accredited out-of-state institution of higher education and who has satisfactorily completed college-level coursework as determined by the receiving institution.
 - (6) A student who has previously attended any institution and has been determined to have met readiness standards by that institution.
 - (7) A student who is enrolled in a certificate program of one year or less (Level-One certificates, 42 or fewer semester credit hours or the equivalent) at a public junior college, a public technical institute, or a public state college.
 - (8) A student who is serving on active duty as a member of the armed forces of the United States, the Texas National Guard, or as a member of a reserve component of the armed forces of the United States and has been serving for at least three years preceding enrollment.
 - (9) A student who on or after August 1, 1990, was honorably discharged, retired, or released from active duty as a member of the armed forces of the United States or the Texas National Guard or service as a member of a reserve component of the armed forces of the United States.
- (b) An institution may exempt a non-degree-seeking or non-certificate-seeking student.

TSI Minimum Passing Standards The minimum scores which must be attained by a student in reading, writing, and mathematics that indicates the student's readiness to enroll in freshman-level academic coursework. (CBM002)

TSI-waived Some TSI exemptions/exceptions are not considered permanent because the exempt status only applies to the student while the student meets the qualifications for exemption, including certificate programs that are not subject to state mandated assessment and remediation requirements, students who have met the testing standards to take dual credit courses (see §4.85), and certain students who are currently in the United States military. (CBM002)

Tuition and Fees (Revenues) The amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit. Required fees are those fixed sums charged to students for items not covered by tuition and are required of such a large proportion of all students that the student who does not pay the charge is an exception. The base tuition charge should be assessed only once during each term, regardless of the length of the term, or the begin date of the class.

Tuition Exemption/Waiver Code The code identifying the tuition exemption or tuition waiver category. If the exemption is not one based on certain veterans, dependents, etc. of Armed Forces of the United States or a waiver of application of resident rather than nonresident tuition to military personnel and dependents, the field will be blank. (Univ, HRI, CTC CBM001; Univ, CTC CBM0E1)

Tuition Status Tuition rate. This should reflect the legal status of the student, e.g., if the student is paying the resident rate tuition (or 'in-district' rate at a community college) because he

has received a waiver, he would be coded in the 'waiver' category rather than the 'resident' category for this field. (Univ, HRI, CTC CBM001; Univ, CTC CBM0E1)

Tuition Status of CEU Students Indicates whether the courses in which the student is enrolled are offered in the fulfillment of a contractual agreement between the institution and an external entity. (CTC CBM00A)

Type Code Use the building type code that represents the purpose-function category that best describes its primary use. See Appendix H in the *Appendices for Reporting and Procedures Manual*. (Univ, CTC CBM014)

Type Major Indicates the primary program of study as academic, technical, or Tech-Prep. On the community college CBM001, the Tech-Prep declared major definition requires that the students must declare themselves as specific Tech-Prep majors who have matriculated from a high school Tech-Prep program; course enrollment alone in Tech-Prep courses is not sufficient to identify students as Tech-Prep majors. On the CBM00A, a Tech-Prep major has precedence over a Technical major, which has precedence over a Continuing Education Focus. (CTC CBM001, CBM00A, CBM0E1)

Type of Instruction The principal method (structure) that instruction is provided to the students of the class, e.g., lecture, lab, independent study, etc. (Univ, CTC CBM004, CBM00S; CTC CBM00C)

Unassigned Space The sum of building custodial service and mechanical areas, all of which are not assigned directly to support programs. Public restrooms, shell space, or space mothballed/ permanently incapable of use is also unassigned space. Unassigned space is determined by room type and room use data fields.

Building Service Area – Space used for the protection, care, and maintenance of a building.

Circulation Area – Non-assignable hallway or stairwell space.

Inactive Area – Space in a building that once was assignable but is permanently no longer in use.

Mechanical Area – A portion of the facility's space that is designed to house mechanical equipment, utility services, and shaft areas.

Public Restrooms – Restrooms that are accessible to the public. Private restrooms are service areas.

Shell Space – Unfinished space designed to be converted into usable space at a later date.

Unclassified Student A student taking courses creditable toward a degree or other formal award who cannot be classified by academic level. This could include a transfer student whose earned credits have not been determined at the time of the fall report. (CTC CBM001, CBM0E1)

Undergraduate A student enrolled in a four- or five-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate. (CBM001)

Undergraduate Funding Limitation A Legislative limit placed on the number of undergraduate semester credit hours that an undergraduate may attempt and which the state will use in allocating appropriations to an institution. The limit is 45 hours over and above the number of hours in the student's degree program for students who initially entered a higher education institution in Fall 1999 or a subsequent semester. Students initially enrolling in college in Fall

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2006 and later are limited to 30 hours over and beyond their program of study. All students paying the resident rate are subject to the limit even if paying resident rate via an exemption. All state-funded semester credit hours apply to the limit even if the semester credit hours do not apply to the degree. (Univ, CTC CBM004, CBM00S)

Undersized Class An undergraduate class with fewer than 10 students or a graduate class with fewer than five students. **See Small Class.**

Unduplicated Headcount The sum of students enrolled with each student counted only once during the reporting period, regardless of when the student enrolled.

Unique Need Course An academic course approved for a specific college or university and designed to transfer into a baccalaureate program.

Unique Need Inventory See **Special Approval or Unique Need Inventory.**

United States Medical Graduate (USMG) A graduate of a U.S. medical school which is accredited by the Liaison Committee on Medical Education or the American Osteopathic Association.

University System Center (USC) A higher education center administered by a university system or individual institution in a system. It has minimal administration and locally provided facilities. (Univ, CTC CBM004, CBM00S; CTC CBM00C)

Untaught Course List A list of courses from the CB-approved course file which have not been taught for the past four consecutive years. Unless justified, these course will be deleted from the inventory. (Univ CBM003)

Upper Division Course Course offerings at a level of comprehension usually associated with junior and senior students. (Univ CBM003)

Upper Division Student An undergraduate student who either has earned more than 60 semester credit hours, has an Associate of Arts degree, or is working toward a Baccalaureate degree. (Univ CBM004, CBM00S)

Upper-Level Center A center offering junior, senior, and certain graduate level courses in programs approved by the CB.

Upper-Level Enrollment Affected by Undergraduate State Funding Limit Those students who paid resident tuition during the reporting period, are at the upper division level, and who enrolled in higher education for the first time in fall 1999 or later. These students are subject to the limitation established by SB 345. See **Undergraduate Funding Limit.** (Univ CBM004, CBM00S)

Virtual College of Texas A consortium of all accredited, public Texas community and technical colleges. It includes the 50 community college districts and the four colleges of the Texas State Technical College system. The mission of VCT is to provide distance learning access to all Texans wherever they may live, regardless of geographic, distance, or time constraints. The reporting of such a class is a hybrid of instructional telecommunications and an inter-institutional class. This sharing makes it possible for students to enroll in a local (host) college for courses

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provided by other colleges throughout Texas, while receiving support services from the local institution. (CTC CBM004, CBM00S)

Vocational Courses or Programs Workforce education courses or programs for which continuing education units (CEUs) are awarded.

Waiver Allows a student to pay a lesser rate of tuition than he would normally pay. Waivers usually refer to tuition alone, rather than tuition and fees. (CBM001; Univ, CTC CBM0E1)

White A race of a person having origins in any of the original peoples of Europe, the Middle East or North Africa. (CBM001, CBM002, CBM008, CBM009, CBM00A, CBM00B, CBM00M, CBM00R, CBM00X, CBM0E1)

Workforce Continuing Education Course A course of ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction, as outlined in the Guidelines for Instructional Programs in Workforce Education, with an occupationally-specific objective and supported by state appropriations. Workforce continuing education courses are offered by community and technical colleges and differ from a community service course, which is not eligible for state reimbursement and is offered for recreational or avocational purposes.

Workforce Education In reference to programs offered primarily by community and technical colleges, technical courses and programs for which semester hours are awarded and vocational courses and programs for which continuing education units are awarded. Workforce education courses and programs prepare students for immediate employment or job upgrade within specific occupational categories.

Workforce Education Course Manual (WECM) The Coordinating Board's official statewide inventory of workforce education courses (Technical Course Inventory) for public two-year colleges. Courses appearing on the CBM00C must also appear on this inventory.

Workforce Program Clearinghouse Inventory Formerly called the Technical Program Clearinghouse Inventory. A listing of all technical awards (AAS, AAA, and certificates) maintained by the Coordinating Board.

Year Reporting year. The four digits of the calendar year in which the semester occurs. (All CBM reports)

Zip Code Where Classes Taught The zip code (or three-digit state or foreign country code where applicable) of the location identified in the Location Code field. (Univ, CTC CBM004, CBM00S; CTC CBM00C)

Key to Abbreviations in this Glossary:

Univ – Public universities

CTC – Community, technical, and state colleges

HRI – Health-related institutions

ICU – Independent colleges and universities

CSC – Career schools and colleges

State Travel Reimbursement Guidelines

Board members may be reimbursed for official THECB business travel in accordance with the State of Texas TexTravel guide located at:

<https://fmx.cpa.state.tx.us/fm/pubs/travallow/index.php>.

Please contact Mary Mitchell at (512) 427-6566 or Mary.Mitchell@highered.texas.gov to make travel arrangements and process reimbursements.

General Travel and Reimbursement Requirements

- Airfare – Airline tickets must be purchased from a state contracted travel agency. First class airfare is not reimbursable unless it is the only flight available.
- Lodging – Lodging reservations must be made at a state contracted hotel to be reimbursed by the state. The reimbursement rate cannot be more than double the GSA (General Services Administration) rate. *(Note: if Board members choose to stay at a non-state-contracted hotel (e.g., Four Seasons), a valid exception must be provided for reimbursement and the rate of reimbursement is limited to \$1 less the GSA rate.)*
- Personal Auto Mileage – Current reimbursable rate is 58.5 cents per mile.
- Rental Car – Rental cars must be made through a state contracted rental car company (e.g., Hertz, Avis, Enterprise). This contract includes loss/damage waiver and primary liability coverage. *(Note: please refuel the vehicle before returning it to the rental car agency.)*
- Parking – Parking is reimbursable if incurred for official state business.
- Meals – Actual meal expenses are reimbursed up to the authorized per diem rates found at: <http://www.gsa.gov/portal/category/21287>.
- Travel Receipts – Required for airfare, hotel, taxi and rental cars

Examples of Non-Reimbursable Expenses

- Rental Car - Liability insurance supplement, personal accident insurance, safe trip insurance and personal effects coverage are not reimbursable
- Tips and Gratuities
- Alcohol